ILLINOIS PUBLIC COMMUNITY COLLEGE DEPARTMENT CHAIR ROLES AND ROLE CONFLICT

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It was also determined whether the importance placed on department chair roles varied by department chair characteristic variables of academic discipline, departmental disciplinary composition, size of department, length of service as chair, whether the chair was elected by faculty or selected by administration, number of years served as a full-time faculty member prior to becoming department chair, and teaching load. Results indicated that certain characteristic variables of Illinois public community college department chairs influence the importance they ascribe to department chair roles.

It was also determined in Phase I that role conflict and role overload exist to a mild to moderate extent for the Illinois public community college department chair status. In

addition, a specific expression of role overload, namely, department chairs spending an inordinate amount of time performing roles they find of greater importance, may have been determined.

In Phase II, the complete role set of department chairs, faculty, and the chief academic officer at one Illinois public community college was studied. It was determined that with minor exceptions, full-time faculty, part-time faculty, and the chief academic officer ascribed the same level of importance to the roles determined in Phase I as did the department chairs. Additionally, no statistically significant differences were found on the importance ascribed to department chair roles based on departmental disciplinary composition or length of faculty service by full and part-time faculty.

ILLINOIS PUBLIC COMMUNITY COLLEGE DEPARTMENT CHAIR ROLES AND ROLE CONFLICT

BY

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DISSERTATION

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ABSTRACT

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For Cari

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CHAPTER ONE

INTRODUCTION

The job of academic department chair in higher education is as unique as it is imbued with conflict. Unlike many organizational structures where decisions are made by executives and passed down to workers for implementation, the power of decision-making in higher education has historically resided more with the workers, the faculty (Booth, 1982). In many cases, the department chair is elected from the faculty ranks by faculty peers; consequently, faculty intrinsically expect the department chair to advance the professional interests of the faculty more assertively than other competing interests. The department chair is viewed differently by chief academic officers. Booth (1982) suggests that the chief academic officer views the chair as the primary administrator to work with faculty to affect organizational success as well as implement decisions made by executive administrators. Positioned as an essential and important link between faculty and central administration, the department chair is lodged between conflicting sets of values, responsibilities, and roles (Dyer & Miller, 1999).

Role theory is the study of the predictability of expected human behavior given a certain social identity, called status, in a given situation (Biddle, 1986). According to role theory, the job of department chair may be viewed as a status, a social position that an individual occupies. Certain behaviors are expected of someone who holds a particular status. These expected behaviors are termed roles (Linton, 1937). According to Eshleman (1969), shared meanings of status and roles permit individuals to cooperate with one another. Given this, it is conceivable that we may arrive at a universal agreement of what

one expects of department chairs in a particular situation, for example, in public community colleges in Illinois.

However, Eshleman (1969) also points out that individuals interpret for themselves the attitudes and intentions of others. As a consequence, individuals may not have consistent role expectations of other individuals in certain statuses. Role expectations of department chairs as internalized by a variety of others, including faculty and administrators, will differ. Therefore, rather than universal agreement, role conflict occurs. Biddle (1979) defines role conflict as the condition in which "someone is subjected to two or more contradictory expectations whose stipulations the person cannot simultaneously meet in behavior" (p. 160).

The inherent conflicts and tensions in the department chair's undertakings have been highlighted regularly in the literature. Tucker (1981) is recognized as one of the earliest scholars to comprehensively examine department chair leadership in his work *Chairing the Academic Department* (1981). Tucker described the job as paradoxical, noting a variety of strains on the chair such as: being a leader yet deriving authority only to the extent that faculty will permit it, having charges from executive leadership to direct the department to do something that may run contrary to faculty wishes, and being the only leader who must "live" (p. 4) among his or her decisions every day in the department.

In additional to this positional tension, Tucker (1981) also identified 54 essential tasks and duties that department chairs perform on a regular basis. This large number of duties, coupled with the "paradoxical" (p. 4) nature of the job, has led some researchers to explore department chair burnout (Gmelch & Miskin, 1995), as well as fatigue and stress (Gmelch & Burns, 1994). Indeed, department chairs might experience role overload. Kahn,

Wolfe, Quinn, and Snoek (1964) defined role overload as the condition in which a status holder has many expectations placed upon him or her, but too little time to complete them all.

History demonstrates that in colleges and universities in the United States, faculty have considerable power and influence over curriculum development and delivery as well as the selection of new faculty, but that senior academic administrators retain control over the vision and mission of the college at large (Cohen, 1998). Caught between faculty and executive administration are department chairs. Numerous authors have noted this positional tension and suggested root causes (Gmelch & Burns, 1994; Gmelch & Gates, 1995; Hubbell & Homer, 1997; Moses & Roe, 1990; Roach, 1976). Other research has attempted to better elucidate the scope and challenge of serving as a department chair amid these tensions by identifying department chair roles. McLaughlin, Montgomery, and Malpass (1975) determined academic, administrative, and leadership chair roles; Smart and Elton (1976) determined faculty, coordinator, research, and instructional chair roles; and Seagren, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer (1994), whose research is unique because of its focus on community college department chairs, suggested interpersonal, administrator, and leader roles. Despite the contributions of these studies, it is important to note that the authors do not use the term role in a standardized fashion, nor do they employ role theory. The roles suggested by these researchers are more akin to non-theoretically based categories or structured descriptions.

Carroll and Gmelch (1992, 1994) used role theory as the basis of their research on department chair role types and employed a specific approach to determining types of chair roles. In their initial research, Carroll and Gmelch (1992) first asked department chairs to

rate their effectiveness on 26 typical department chair duties. They employed principal components analysis and determined four generalized roles for department chairs: Leader, Scholar, Faculty Developer, and Manager. Carroll and Gmelch (1992) suggested that individual department chairs emphasized one role over the other, given their personal attributes and social pressures. Their results showed how role conflict is introduced into the department chair job when the requirement is to perform all roles while inherently favoring one.

Despite the considerable amount of research on department chair roles, in four-year colleges and universities, significantly less attention has been paid to department chairs working in American community colleges. In one of only a few studies involving community colleges, Samuels (as cited in Tucker, 1992) determined that while university and community college department chairs rated many of the same role responsibilities as very important, the groups differed in some regards. For instance, while department chairs in all settings rated fostering of good teaching and maintenance of faculty morale as most important, community college department chairs rated providing for the flow of information to the faculty and dealing with unsatisfactory performance considerably higher than university department chairs did, and university department chairs rated evaluation of faculty for raises and encouragement of faculty to participate actively in professional meetings considerably higher than community college department chairs did. Another exception is provided by Seagren et al. (1994), who conducted a thorough survey study of community college department chairs. In their study, interpersonal, administrator, and leader roles were determined via factor analysis. However, these roles were not derived

from role theory, thus limiting the ability of the researchers to explain these roles from a theoretical perspective.

All of these studies aid in understanding the job functions of department chairs, the possible roles they take on, and the tensions they endure. However, the vast majority of existing research on department chairs has asked the department chairs themselves to self-report on their behaviors and perspectives, that is, the chairs were the ones surveyed or otherwise investigated. Accordingly, the available body of scholarly literature yields an incomplete understanding of the roles and expectations of department chairs. Even though faculty and chief academic officers are the primary stakeholders in chair performance, and even though faculty and chief academic officers may have a significant influence on department chairs, few studies have attempted to elucidate what these groups actually expect of department chairs. A rare example of this type of research is provided by Murry, Jr. and Stauffacher (2001). Operating under the premise that deans, chairs, and faculty view chair effectiveness from their individual frames of reference, Murry, Jr., and Stauffacher surveyed deans, chairs, and faculty at 37 Research II institutions regarding 58 desirable skills and behaviors for successful department administration. However, their findings were largely non-conclusive. Another example of research that considers the role set of department chairs is Ferst's doctoral dissertation (2002). Using Carroll and Gmelch's survey instrument and classification scheme (1992), Ferst attempted to discern whether there was agreement among faculty, chairs, and deans regarding the importance of various department chair duties at one public Carnegie Council Research I institution in the northeastern United States. Ferst showed that at that Research I institution, faculty, chairs, and deans did not agree on the relative importance of all chair duties, and that in fact, that

faculty, chairs, and deans may actually have preferred different role types. Faculty appeared to prefer Leader chairs, chairs appeared to prefer the Scholar role, and deans seemed to prefer Faculty Developer roles.

Three gaps emerge in the literature. First, Tucker (1992) reported that there are approximately 27,000 community college department chairs working in the United States. He stated that some of the many department chair job functions, and by extension, department chair job roles and expectations, were different from those in four-year colleges and universities. However, the literature shows very little research that explores or explains community college department chair roles and expectations. A second gap in the literature is that the unit of study in department chair research, regardless of institution type, is almost always the department chair. While many authors (Gmelch & Burns, 1994; Gmelch & Gates, 1995; Hubbell & Homer, 1997; Moses & Roe, 1990; Roach, 1976) delineate the conflict in the department chair role in terms of faculty expectations versus senior administrator expectations, few studies have specifically enumerated these assumed contradictory expectations from the points of view of faculty and chief academic officers. Finally, an explicit, sound connection has not been made between role theory and the study of community college department chairs. The proposed study uses the framework of role theory to both determine community college department chair roles and then analyze results.

The Purpose of the Study

The purpose of this survey study was twofold. In Phase I, community college department chair role factors were determined. Using ratings of importance reported by a

sample of Illinois public community college department chairs on a modified version of Carroll and Gmelch's (1992) department chair duty questionnaire, principal components analysis was employed to determine an underlying factor structure. These factors were regarded as roles, and subsequently analyzed in the context of role theory. Related to this, it was also determined whether the importance placed on department chair role factors varies by academic discipline, departmental disciplinary composition, size of department, length of service as chair, whether the chair was elected by faculty or selected by administration, number of years served as a full-time faculty member prior to becoming department chair, and teaching load. Second, whether role conflict exists in the Illinois public community college department chair job was determined. This was accomplished by analyzing data acquired with the modified Carroll and Gmelch (1992) Department Chair duty scale, previously developed scales of role conflict (Rizzo, House, & Lirtzman, 1970), and role overload (Netemeyer, Burton, & Johnston, 1995), and a new scale (Department Chair Relative Time Scale, DCRTS) developed by this researcher for this study. Related to these purposes, Phase II determined whether community college faculty, department chairs, and the chief academic officer at one Illinois public community college rate similarly or differently the importance of the role factors determined in Phase I. It was further determined whether the importance placed on these role factors at this one community college vary by departmental disciplinary composition or respondent's length of service. The seven Phase I and Phase II research questions were the focus of the study follow.

Research Questions: Phase I

1. What level of importance do Illinois public community college department chairs attribute to 21 duties performed by department chairs?

2. Based on the importance attributed to these 21 duties and using principal components analysis, what factors determine department chair roles for Illinois public community college department chairs?

3. Do the community college department chair role factors vary by the department chair's
   a. academic discipline,

   b. department disciplinary composition,

   c. size of department,

   d. length of service as chair,

   e. whether the chair was elected by faculty or selected by administration,

   f. number of years served as a full-time faculty member before becoming chair, or

   g. their teaching load while serving as department chair.

4. What level of importance do Illinois public community college chief academic officers attribute to 21 duties performed by department chairs?

5. Does role conflict exist for the status of Illinois public community college department chair?

   a. Does role conflict exist for the status of Illinois public community college department chair as measured by a difference in department chair and chief academic officer ratings of importance on role factors using the modified Carroll and Gmelch (1992) Department Chair Duty Scale?

   b. Does role conflict exist for the status of Illinois public community college department chair as measured by Rizzo, House, and Lirtzman's (1970) Role Conflict Scale?

   c. Does role overload exist for the status of Illinois public community college department chair as measured by Netemeyer, Burton, and Johnston's (1995) Role Overload Scale?

   d. Does role overload exist for the status of Illinois public community college department chair as measured by the Department Chair Relative Time Scale?

   e. Does role overload exist for the status of Illinois public community college department chair as measured by the summative measure on the Department Chair Relative Time Scale?

f. Does role conflict exist for the status of Illinois public community college department chair as observed in the relationship of department chair responses on the modified Carroll and Gmelch (1992) Department Chair Duty Scale and the Department Chair Relative Time Scale?

Research Questions: Phase II (Exploratory Study)

6. Do department chairs attribute different importance to the department chair role factors when compared to full-time faculty, part-time faculty, and the chief academic officer at one Illinois public community college?

7. Is there a relationship between the ratings of importance for each department chair role factor and (a) department disciplinary composition or (b) length of service at one Illinois public community college?

Significance of the Research

This research contributes to the knowledge base in a variety of ways. First, this research contributes to the literature on community college department chairs. The amount of community college department chair literature is appreciably smaller than that of university department chairs. For instance, the most oft-cited references on the department chair in higher education, Gmelch and Miskin (2004), Hoyt and Spangler (1979), McLaughlin, Montgomory, and Malpass (1975), Moses and Roe (1990), and Tucker (1981, 1992), all emphasized the department chair in the university setting. Among other cited researchers, only Seagren et al. (1994) focused on community college department chairs. While university and community college department chairs have many similar job responsibilities, the job settings are appreciably different. By using a modified version of Carroll and Gmelch's (1992) department chair duty survey instrument, some comparison of department chair roles may be made between university and community college settings.

Second, this research used the framework of role theory to determine community college department chair role types, an apparent first in the literature. Many authors report

chair roles; examples include McLaughlin et al. (1975), Smart and Elton (1976), and Seagren et al. (1994), but their roles are not rooted in role theory. Only rarely has the language and framework of role theory been applied to research on community college academic department chairs. Samuel (1984) evoked role theory in his framing of the conflicts and ambiguity in the community college department chair job, but his research did not yield specific roles that department chairs assume. Carroll and Gmelch (1992) placed their determined role types for department chairs in the context of role theory, and determined chair roles of Leader, Scholar, Faculty Developer, and Manager. However, Carroll and Gmelch (1992) studied only university department chairs. This research uses role theory as the foundation to explore role conflict in the academic department chair job in community colleges. Ultimately, role theory-based role types of community college department chairs are reported. This research may provide better defined roles for community college department chairs as well as identify specific sources of role conflict for community college department chairs that may provide a foundation for future research in this area.

Third, research that compares expectations of department chairs across the department chair role set of faculty, department chairs, and chief academic officers is uncommon. For example, the literature showed only three studies: Samuels (1984), who compared the importance and quality of performance placed on management activities by community college chief academic officers and department chairs in Florida public community colleges; Murry, Jr. and Stauffacher (2001), who attempted to elucidate the skills and behaviors that deans, department chairs, and faculty think determine department chair effectiveness in the university setting; and Ferst (2002), who compared ratings of

importance as reported by faculty, department chairs, and deans at one university on Carroll and Gmelch's (1992) typical 26 department chair duties. It appears that not since Samuels (1984), who examined differences in perceptions between department chairs and chief academic officers specifically on managerial tasks, has research been conducted in the community college on the department chair role set. Unlike the exploratory portion of this study, Samuels (1984) did not explore the perceptions of faculty.

Finally, by illuminating conflicts inherent in department chairs' roles, this research will contribute to better preparation and guidance of community college department chairs. Strikingly, most community college department chairs have had very little academic preparation for their administrative roles (Gillett-Karam, 1999b; Hecht, Higgerson, Gmelch, & Tucker, 1999). Most often elected or selected directly from faculty ranks at the same school, department chairs come to their status as a result of the personal and professional respect of their faculty peers, not as a result of administrative training or experience (Hecht et al., 1999; McLaughlin et al., 1975; Tucker 1981). Graham and Benoit (2004) point out that faculty who become chairs must employ a completely different skill set from that needed to succeed in the faculty ranks. This transition is further complicated if new chairs are not aware of implicit role conflicts waiting for them in their new job. Nevertheless, very little is done to prepare most department chairs for their work (Hecht et al., 1999). Community college professional organizations offer various training opportunities for potential presidents and other executive leaders, but department chairs have often been neglected. Unlike the private sector, which invests heavily in training middle managers, Filan (1999) reported that community colleges devote minimal or no funds at all to train the key player in the effective functionin of community college

academic programs: the department chair. Gillett-Karam (1999a) additionally reported that community college presidents are aware that faculty are often not interested in becoming department chairs, but that well-trained, informed chairs are critical for community colleges' academic program success. Indeed, lack of appropriate preparation and training may result in chairs not being aware of the many complex roles they must take on and the tensions in those roles; this in turn may contribute to chair stress (Gmelch & Burns, 1993) and burnout (Gillett-Kaream, 1999b). This study will contribute to the knowledge base specific sources of role conflict and role overload for public community college department chairs in Illinois. In turn, professional development opportunities for potential and new department chairs may highlight the likelihood of these conflicts, and equip potential and new chairs to handle them in ways that reduce the chances of personal stress and burnout.

Definition of Terms

Activity:	A potential behavior that a status holder may undertake. (Kahn et al., 1964)
Chief Academic Officer:	The highest executive leader on campus to whom all persons involved with academic affairs are responsible and to whom department chairs almost always report (Cohen & Brawer, 1996). There is usually only one person having this job responsibility for each community college. Titles vary by college: Academic Vice President, Vice President for Academic Affairs and Student Development, Vice President for Instructional Services, and many more. In this study, the singular term "chief academic officer" will represent this administrator regardless of specific campus title.
Department chair:	The administrator of an academic unit and primary representative of that unit to internal and external entities. In community colleges, departments are most often comprises multiple related academic disciplines rather than just a single discipline (Cohen & Brawer,

	1996). The title of the administrator who represents these groupings of related disciplines varies across Illinois community college campuses but includes titles such as associate dean and division chair. In this study, the singular term "department chair" will represent this administrator, regardless of specific campus title.
Duty:	Specific job obligation performed by one of a certain status. Carroll and Gmelch (1992, 1994) favored this term that appears to be synonymous with *activity*
Full-time faculty:	Teaching faculty who have full-time contracts, regardless of tenure or title.
Part-time faculty:	Teaching faculty who have part-time contracts.
Role:	Activities, or potential behaviors, that are performed by one of a certain status. (Kahn et al., 1964)
Role conflict:	The result of individuals in a role set in the same organization having different role expectations of the very same individual. (Kahn et al., 1964)
Role expectations:	The prescriptions and proscriptions held by members of a role set (p. 14, Kahn et al., 1964)
Role overload:	A status holder's inability to comply with all sent role pressures, even if all of the role pressures are deemed legitimate by the status holder. (Kahn et al., 1964)
Role pressures:	The result of members of the role set communicating expectations for potential behavior to the status holder. (Kahn et al., 1964)
Role set:	An individual's immediate supervisor, subordinates, and other individuals with whom the status holder must work closely. (Kahn et al., 1964)
Status:	A social position that an individual occupies. (Biddle, 1986)

Limitations of the Research

The research had a number of limitations. First, the roles that were determined for community college department chairs were limited to public community colleges in Illinois. Second, these roles were limited by the 21 duties they comprise. That is, the ability of the determined role factors to describe the totality of community college department chair job functions was limited by the comprehensiveness of the 21 duties. Third, the incomplete department chair role set was studied at the state level. That is, department chairs and chief academic officers, but not faculty, were examined in the framework of role conflict. Accordingly, this study provides only a partial examination of role conflict, as the complete role set is voluminous and infeasible to study. Phase II of the research, the exploratory study, does include all members of the department chair role set. However, the research was limited because the complete role set was studied at only one public community college in Illinois. Therefore, generalizability to other institutions is not possible. A description of the selected community college is provided in Chapter 3 to afford readers opportunity for appropriate transferability. Finally, the data collected for this study was self-reported, and this may limit the reliability of the data.

CHAPTER TWO

LITERATURE REVIEW

The literature review begins with an introduction to role theory, which provides a framework with which to describe and analyze the behaviors and expectations associated with a social role, such as department chair. Organizational role theory is emphasized because in it, individuals are viewed through the variety of roles they play in a particular organization. It speaks to the role conflicts individuals likely encounter in their jobs. The limitations of role theory are discussed. Next, an overview of the history and organization of the community college is provided. A special treatment of the development and composition of academic departments is given, followed by a description of the job functions that a department chair may be expected to perform within such a department. Special attention is paid to community colleges. Stress in the department chair job, including both temporal stressors as well as the positional tension of the department chair sandwiched between faculty and central administration, is discussed. Next, a number of watershed and very frequently cited studies regarding department chair roles are critiqued. While advancing a research-based understanding of the department chair job and setting the stage for future research, these studies did not provide a rigorous examination of department chair roles in the theoretical sense. Three references that do provide a theoretical perspective are discussed at length: Carroll and Gmelch (1992), who determined department chair typology in a manner strongly influenced by organizational role theory, Carroll and Gmelch (1994), who researched the importance that department chairs place on particular job duties, and Ferst (2002), who extended Carroll and Gmelch's work to research the importance that faculty, department chairs, and deans at one university place

on department chair duties. Ferst's dissertation offers an avenue to study role conflict in the department chair's job, and therefore provides a valuable foundation for the proposed research.

Role Theory

Role theory is the study of the predictability of expected human behavior given a certain social identity, called status, in a given situation (Biddle, 1986). It is one of the most popular ideas in the social sciences. In the mid 1980s, Biddle found that at least ten percent of articles published in sociological journals had used the concept of role (Biddle, 1986). These articles were complimented by a number of volumes dedicated to role theory (Biddle, 1961; Biddle, 1979; Biddle & Thomas, 1966; Gross, Mason, & McEachern, 1958; Kahn et al., 1964) as well as many applications of role theory in sociology and social psychology texts.

In its broadest sense, role theory postulates that people behave in different but predictable ways, given their social identities and the situation (Biddle, 1986). Biddle observed that role theory concerns itself with three concepts: patterns and characteristic social behaviors, identities that are assumed by social participants, and expectations for behavior that are understood by people and obeyed. These three areas are most frequently referred to as role, social position, and expectation.

Despite presence of the term in the literature, a single, precise definition of role theory cannot be reported. Biddle (1986) reports that confusion started in the 1930s, when the earliest role theory proponents applied the theatrical metaphor of *role* in different ways. This non-standardization of the term role has continued to the modern era. Biddle (1979)

and Burt (1982) use role to indicate characteristic behaviors. Winship and Mandel (1983) use the term role to designate social parts played. Other researchers, such as Bates and Harvey (1975) and Zurcher (1983) instead use role to describe expectations for social conduct.

Biddle (1986) reports additional non-standardization in role theory because role theorists disagree about what causes people to have expectations. For instance, some theorists believe that expectations are the result of norms; other theorists assume expectations are the result of beliefs; and still other theorists consider expectations rooted in preferences. As a consequence of these disagreements, five major role theory perspectives have developed. Functional role theory describes the characteristic behaviors of people in social positions in a stable social system. Rooted in the works of Linton (1936) but formalized by Parsons (1951), roles are "conceived as the shared, normative expectations that prescribe and explain these behaviors" (Biddle, 1986, p. 70). Second, symbolic interactionist role theory has contributed to the understanding of informal interactions. Beginning with Mead (1934), this theory ascribes roles to the understanding of the participant experiencing norms, attitudes, and demands of ever-changing situations. Third, structural role theory also has its roots in Linton (1936), but its distinctive, mathematically expressed role relationships are attributed to the works of Burt (1976, 1982), Mandel (1983), White (1976), and Winship and Mandel (1983). This theory focuses on the social environment, not the individual, and studies sets of persons who share the same patterned behaviors within a set social structure. Fourth, cognitive role theory emphasizes relationships between role expectations and behavior. The most robust of the

theories, this theory is associated with social psychology and has spawned a number of subfields.

The fifth theory perspective, organizational role theory, is the most relevant framework with which to conceptualize this researcher's work. One of the seminal works in organizational role theory is *Organizational Stress: Studies in Role Conflict and Ambiguity* (Kahn et al., 1964). Kahn et al. first define the environment for their theory, namely, formal organizations and groups. They continue by formally defining organization as a bounded system that is determined by the behaviors and relationships of those in it, for example, a community college. Given this, the motivated acts of individuals are of import.

Kahn et al. (1964) provided definitions essential for understanding their theory. *Role* is simply activities, or potential behaviors, that are performed by one of a certain status. *Role set* is the individual's immediate supervisor, subordinates, and other individuals with whom the status holder must work closely. Because members of the role set have a stake in the status holder's performance, they develop beliefs and attitudes about roles that should and should not be performed. Given this, the term *role expectations* may then be defined as "the prescriptions and proscriptions held by members of a role set" (p. 14). Given the variety of similar terms with varying definitions in the literature, these particular definitions are adopted for the current research for purposes of both consistency and relevancy.

According to Kahn et al. (1964), the "crucial" (p. 15) point of their theoretical view is "that the activities (potential behaviors) [sic] which define a role consist of the expectations of members of the role set, and that these expectations are communicated or

'sent' to the focal person" (p. 15). They state that sent roles are not merely informational, but are also influential. These communications are termed *role pressures*.

Just as role pressures are sent, they are received by the status holder. The received role, however, is shaped by the status holder's perception of what was sent, and it is the received role that most immediately influences the status holder's action. Kahn et al. (1964) refer to this interaction of sent and received message as *role forces*. These theoretical underpinnings point to an evident tension. Individuals in a role set in the same organization may have different role expectations of the very same individual. This is called *role conflict*.

Role Conflict

Organizational role theory provides a conceptual framework for studying individuals working closely with one another within an organization such as a community college. Kahn et al. (1964) offer well-defined terminology and theory to describe a) how workers expect others in their organization to behave and b) how those behavior expectations are sent. However, members of a role set may receive competing role expectations. This is commonly known as role conflict. Kahn et al. describe role conflict as follows:

> Members of a role set exert role pressures to change the behavior of a focal person. When such pressures are generated and "sent," they do not enter an otherwise empty field; the focal person is already in role, already behaving, already maintaining some kind of equilibrium among the disparate forces and motive which he experiences. (p. 21)

Kahn et al. (1964) provide a theoretical model of a role episode, a complete cycle of role sending, response by the status holder, and the effects of that response on the role sender. Figure 1 depicts their model of the role episode.

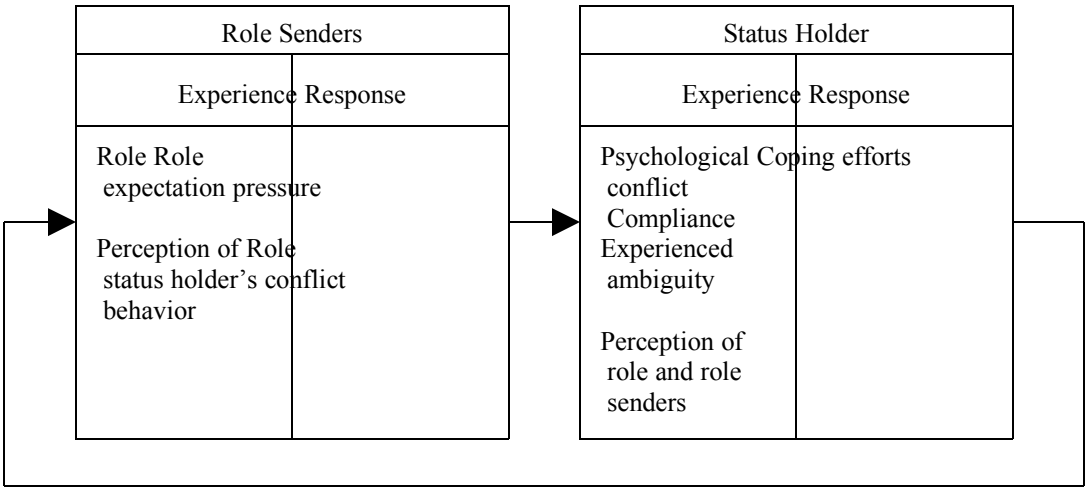

Figure 1. A model of a role episode. Adapted from Kahn et al. (1964), p. 26.

The role episode begins with the expectations that are held by role senders about the status holder's behavior. The status holder is the individual being studied in an organization who has a particular job title, for instance a manager, while the role sender is an employee in the status holder's role set, typically subordinate or superior to that status holder. If the status holder's perceived behaviors are not congruent with the expected behaviors, the role sender thus experiences role conflict and exerts role pressures to bring the expectations and perceptions into alignment. The status holder in turn receives these role pressures, and processes them in terms of both his or her perceptions of the role senders as well his or her experience in the situation. The status holder may also experience role ambiguity; this concept is described later in the chapter. Role pressure elicits some response from the status holder, and this response in turn is communicated back to the role senders. The process is therefore cyclic. The status holder's response is fed back to the role

senders in a manner that may reinforce or alter role expectations. The role senders then again exert role pressure on the status holder in response to this new perception.

The role episode is part of the Kahn et al. (1964) larger model of factors involved in adjustment to role conflict and ambiguity. Figure 2 depicts this model:

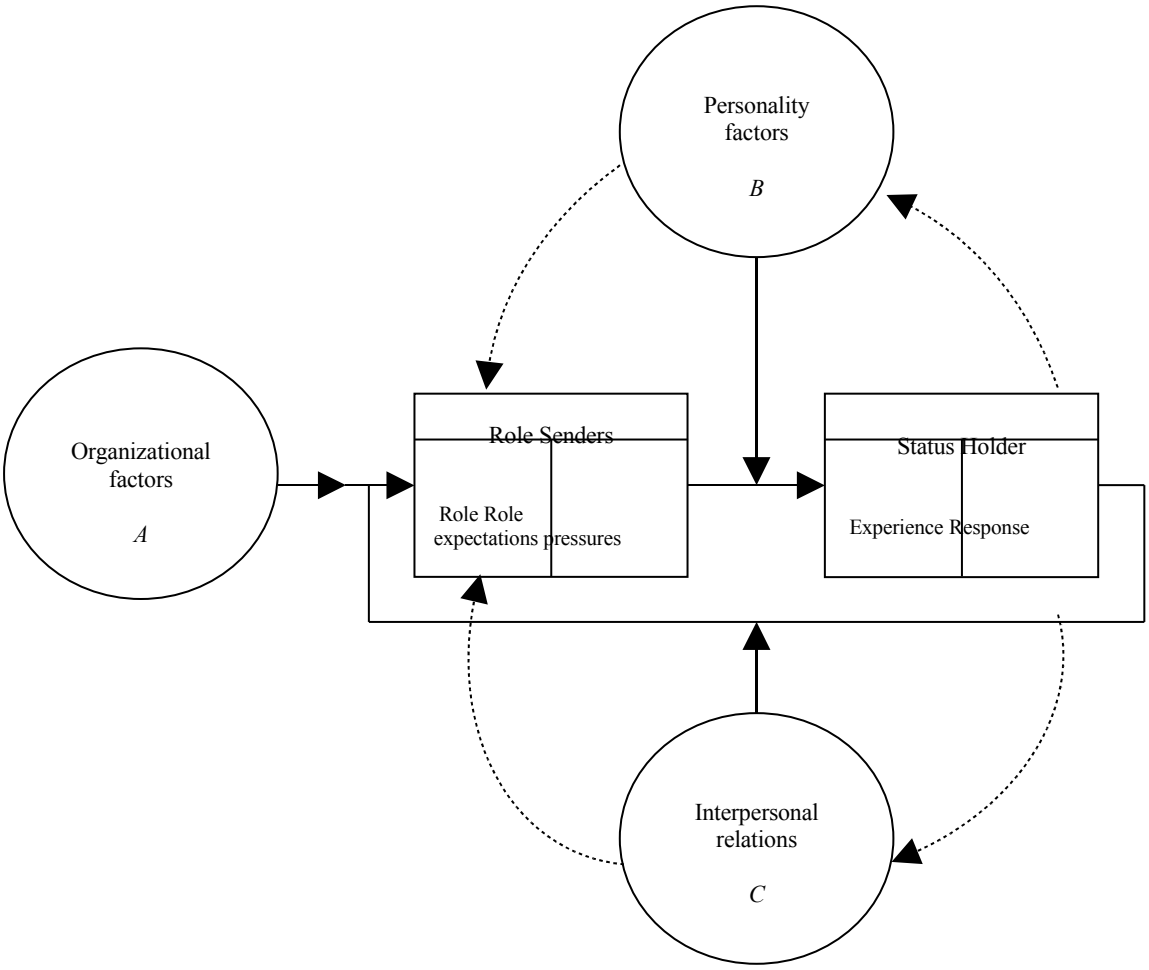

Figure 2. A model of factors involved in adjustment to role conflict and ambiguity. Adapted from Kahn et al. (1964).

This model expands on the role episode by including the organizational antecedents of roles, as well as personality factors and interpersonal relations. Kahn et al. (1964) stated that the role expectations held by members of a role set are determined in part by the organizational context. The size of the organization, the status levels within it, the type of

service or product the organization produces, and other similar variables are represented in the organizational circle (A). The arrow between circle (A) and role senders indicates a causal relationship between organizational variables and the role expectations and pressures that role senders exert on the status holder. Also included in this model is the belief of Kahn et al (1964) that the responses provided by status holders are determined by personality factors, circle (B), and interpersonal relations, circle (C). Included in personality factors are the ways status holders communicate responses in order to facilitate certain types of responses from role senders. Also included the belief of Kahn et al.(1964) that different role senders will receive responses in different ways owing to their own personalities; this in turn elicits different responses from the role senders. Interpersonal factors included in circle (C) are somewhat similar to personality factors, but also take into consideration social structure and life experiences. Included are dimensions such as ability to influence, affective bonds such as respect, dependence on one another, and style of communication. Kahn et al. (1964) give the example of how these dimensions would vary depending on whether the status holder was the superior or subordinate of the role sender. With this model, the role episode is no longer considered a unique event in isolation, but rather an event within the "enduring states of the organization, the person, and the interpersonal relations between focal person [status holder] and role senders" (p. 31).

Kahn et al. (1964) identified four types of role conflict. Intra-sender conflict occurs when a single member of the role set sends incompatible messages. An example is a chief academic officer requesting that a new academic program be started in a department but providing no additional money to pay for new faculty, space, or equipment. Inter-sender conflict occurs when different members of the same role set exert opposite pressures. An

example is a chief academic officer wishing faculty to be on campus 40 hours a week but faculty desiring to manage their out of class time as they see fit. Inter-role conflict occurs when membership in one role set conflicts with membership in another role set. An example is a department chair having to choose between attending an evening awards ceremony for departmental students and attending his or her own child's sporting event. Finally, person-role conflict occurs when requirements of the role violate one's own moral values. An example is a department chair being asked to remove a student from a class for not attending even though the chair believes the student's reasons for not attending were valid. Intra-sender, inter-sender, and inter-role conflicts are all types of sent role conflict, while person-role conflict is experienced internally by one member of the role set.

Kahn (1975) reviewed his group's previous research work (Kahn et al., 1964). He noted that those of certain statuses were more likely to experience role conflict than others. He found that individuals who were in supervisory and managerial positions were more likely to experience role conflict than those in non-supervisory jobs. About half of those he studied reported being "caught in the middle" between two conflicting persons or factions. Kahn (1975) found that of those caught in the middle, 90% reported the conflicts were hierarchical in nature, meaning those above and below the status holder on the organizational chart, not peers, were the sources of the conflict, not peers. As will be highlighted later in the chapter, the community college department chair is a status that falls into these noted categories.

Beyond Role Conflict

Role conflict is but one element of organizational role theory. Role ambiguity is a related concept that is very often explored along with role conflict in the literature,

although they are two distinct constructs (Jackson & Schuler, 1985). Another element of role theory is role overload. Taken together, role conflict, role ambiguity, and role overload have been identified as antecedents of job-related outcomes and behaviors. These concepts are now explored.

Kahn et al. (1964) differentiated role ambiguity from role conflict by contrasting the two concepts. They noted that role conflict could be thought of as a lack of agreement among role senders, resulting in role expectations that are subsequently deemed incompatible by the status holder. In contrast, role ambiguity is aligned with availability of information to the status holder. Kahn et al. (1964) explained that clear and consistent communication to a status holder about the role requirements of a position in an organization is required for that person to perform the job adequately. The degree to which information is lacking determines the degree to which the status holder experiences role ambiguity. Put more simply, role ambiguity may be described as workers not knowing what they are "supposed" to do.

In a later publication, Kahn (1975) noted that when Kahn et al. (1964) set out to study role conflict, they did not anticipate that a dominant form of reported conflict would be temporally incompatible demands. This led Kahn et al. (1964) to introduce the concept of role overload. As the name suggests, role overload occurs when a status holder cannot comply with all sent role pressures, even if all of the role pressures are deemed legitimate by the status holder. Of note is that this construct introduces the element of time, as the status holder must determine which role pressures to comply with, and which role pressures to set aside and address at a later time. Kahn et al. (1964) observed that role overload

contains aspects of both inter-sender role conflict and person-role conflict, and therefore is a complex concept.

The research of Kahn et al. (1964) ultimately revealed that role conflict and role ambiguity are prevalent stressors in organizations. They determined that role conflict for the status holder resulted in low job satisfaction, low confidence in the organization, and a high degree of job-related tension. They found that one of the dominant forms of role conflict was role overload. Similarly, they determined that role ambiguity for the status holder resulted in low job satisfaction, low self-confidence, a high sense of futility, and a high degree of job-related tension. Kahn et al. (1964) concluded that role conflict and role ambiguity were inevitable in organizations, but that the issue was the "containment of these conditions at levels and in forms which are at least humane, tolerable, and low in cost, and which at best might be positive in contribution to individual and organization" (p. 387).

Kahn et al. (1964) determined that role conflict, role overload, and role ambiguity were stressors. More recent research has specifically examined the function of these role perception variables on job-related outcomes. By 1995, four models of role perception consequences had been proposed (Netemeyer et al., 1995). The four models had in common role conflict and role ambiguity as antecedents to the job outcomes of job satisfaction, intention to leave, and turnover. The models varied in the inclusion of role overload as an antecedent and the inclusion of job outcomes of tension and organizational commitment, as well as the specific relationships between the variables.

Of particular interest is the work of Netemeyer et al. (1995). They compared these four models using a nested-models approach and subsequently suggested a revised model of role perception consequences. Specifically, 209 members of a field sales force of a

major consumer goods firm were contacted and asked to respond to six separate scales in order to measure role conflict, role ambiguity, role overload, job tension, job satisfaction, job commitment, and intention to leave. A response rate of 87% yielded 181 participants. The number of turnovers was determined one year later. Then, Netemeyer et al. (1995) used Structural Equation Modeling to assess the predictive relationships between these variables. The resultant model is given in Figure 3.

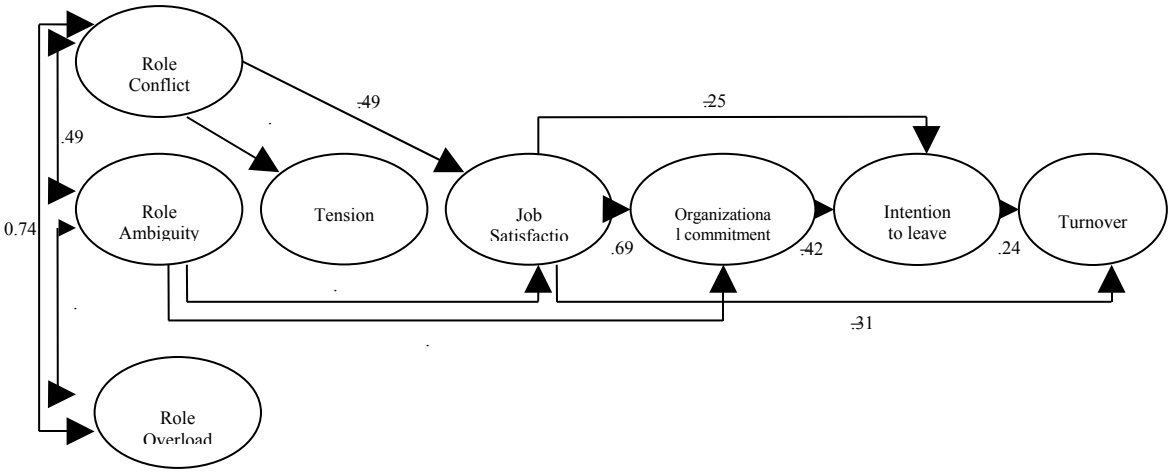

Figure 3. Netemeyer, Burton, and Johnston's (1995) revised model of the consequences of role perception variables. Adapted from Netemeyer et al. (1995).

The exogenous variables are role conflict, role ambiguity, and role overload. While role overload does not influence any of the endogenous variables, it is interesting to note how strongly it correlates with role conflict. This supports the observation of Kahn et al (1964) that role overload is an interaction of types of role conflict. Role conflict strongly influences tension. As will be discussed later in this chapter, tension has often been associated with the academic department chair job: that role conflict has a strong impact on tension is therefore of special import. Role conflict also has a strong negative influence on job satisfaction. In turn, job satisfaction strongly impacts organizational commitment, and organizational commitment negatively influences intention to leave. Interestingly, role

ambiguity has no direct influence on tension, and rather weak influence on the variables of job satisfaction and organizational commitment. Accordingly, it appears that role conflict is a particularly important variable to study to understand job tension and other job outcomes.

Limitations of Role Theory

As has been noted, role theory is a framework in the social sciences often employed to study the predictability of human behavior in a given situation. Biddle (1986) noted that at least ten percent of articles published in sociological journals in the mid-1980s had used the concept of role. But role theory is not without its critics.

The major tenet of role theory is the presence and influence of the larger society in which interactions take place. Biddle (1986) points to three underlying concepts of role theory: that there are patterned social behaviors called *roles*, that there are parts called *social positions* to be assumed by social participants called, and that there are scripts for behavior understood and adhered to called *expectations*. Stryker and Statham (1985) more critically point out that role theory posits that people simply act out scripts written by the culture. These expected acts have previously been institutionalized and passed on through socialization. Stryker and Statham (1985) criticize role theory for its inability to conceptualize the varying degrees to which expectations and behaviors can be altered given different circumstances, and how, taken together, these small alterations can alter an entire social structure.

Symbolic interactionism is a social psychological theory that attempts to explain interpersonal relationships (Eshleman, 1969). Specifically, symbolic interactionism is used as a framework to study the process of socialization and the development of personality. In

contrast to role theory, symbolic interactionism focuses on understanding the variations in social life. Interestingly, symbolic interactionism shares terms, and, to some extent, the meanings of these terms with role theory. For instance, symbolic interactionists define *status* as a position in the social structure, *roles* are sets of norms or expectations that are associated with statuses, and *role conflict* occurs when these expectations are not consistent. However, symbolic interactionism asserts the presence of *significant others*, or persons directly responsible for the internalization of norms. These significant others not only model expectations, but they also model meanings and values. And so, the social self is constructed. As an individual observes and internalizes the expectations, meanings, and values of significant others, the social self emerges. In turn, an individual's personality is constructed. According to symbolic interactionism, personality comprises the individual's self-concepts as well as their predispositions to act on these self-concepts. As socialization is a lifetime process, personality shaping is ongoing and continues through a lifetime (Eshleman, 1969).

While also critical of symbolic interactionism, Stryker and Statham (1985) suggest that an integration of role theory and symbolic interactionism would yield a stronger framework to study the socialization process and the development of personality. Stryker and Statham (1985) offer that symbolic interactionism's weakness, namely its inadequate conceptualization of the constraints of society and its actors, are exactly role theory's strengths. They also contend that symbolic interactionism's strength, namely its "ability to conceptualize social actors who can construct their lines of action individually and cooperatively and who can also alter the social structural conditions in which they act" (p. 313), addresses role theory's weakness. Stryker and Statham (1985) view both

frameworks' use of the concept role as a point of integration: role theorists use role to describe social structure, and symbolic interactionists use role to describe the social person. However, they acknowledge that incorporating the wide variety of possible human actions into a more defined social science theory would be a very difficult undertaking.

It is clear from Stryker and Statham's (1985) writings that role theory is limited by its inability to take into account the ability of an individual to act differently from expectations. Kahn et al. (1964) argued that to understand the conflict in a role, the expectations and pressures on a status holder must be considered; certainly Kahn et al. did not consider the almost infinite number of social expectations and pressures that could be exerted by significant others on status holders. However, Kahn et al. did acknowledge the influence of the status holder's personality factors and interpersonal relations on his or her ability to send messages back to role senders, as previously discussed (see Figure 2). While not perfect, organizational role theory does provide an adequate and relevant framework for studying community college department chairs within their community college organization, and particularly within the role set of faculty, department chairs, and chief academic officer. Role theory provides a means to understand role conflict in the department chair job. Future research may build on this study's organization-centric exploration of role conflict and also consider the expectations, meanings, and values exerted on department chairs by significant others within and external to the community college organization.

Given this selection of organizational role theory as the theoretical framework, it is appropriate to establish the organization of community colleges. A treatment of the history

of the community college department chair position as well as modern job functions of the community college department chair are also in order.

History and Organization of Community Colleges

The history of the American community college dates to the earliest part of the 20th century. Among the social forces contributing to the rise of this form of higher education were prolonged adolescence, the needs for skilled workers, and the drive for social equality (Cohen & Brawer, 1996). Cohen and Brawer (1996) write that the strongest force, however, was the American belief that all individuals should have the opportunity to reach their greatest potential.

The American community college was born of two storied parents: higher education and secondary education (Gleazer, 1968). At the turn of the last century, William Rainey Harper, President of the University of Chicago, along with university presidents from the University of Michigan, University of Minnesota, Stanford University, and the University of California at Berkeley, advocated for a university model based on the German system, where the first two years of higher education were placed in an institution separate from the university. Harper collaborated Stanley Brown, principal of Joliet High School in Joliet, Illinois, to add two years to Joliet's existing high school program in 1901 (Vaughan, 1982). Later named Joliet Junior College, the stated purpose of this arrangement was to provide a college education to individuals who wished to remain in their community (Joliet Junior College, n.d.). Harper is viewed as the father of the community college, and Joliet Junior College as the first community college (Vaughan, 1982).

In 1907, California passed legislation authorizing high schools to offer postgraduate education equivalent to the first two years of college. Later legislation provided funding and organization, and by 1921, California was viewed as having a system in place that sanctioned and supported the concept of providing higher education in local communities. The California laws and enactment of those laws would become models for community college systems in many other states (Vaughan, 1982).

With only 38 delegates, the American Association of Junior Colleges (AAJC) was founded in St. Louis, Missouri, in 1920 (Vaughan, 1982). The initial years of AAJC found members struggling to promote the notion of local junior colleges to a larger audience. Notable infighting occurred among AAJC members as they struggled to reconcile whether junior colleges should promote instruction in the vocations or instruction that takes the place of the first two years of university. However, a two-track vocational/transfer curriculum gained acceptance during the Great Depression, when junior college enrollment grew as more people graduated from high school but were unable to find work (Drury, 2003). By 1940, 575 junior colleges existed in the United States (Phillippe, 2000). In Illinois in 1940, 12 public junior colleges existed: all were associated with high school districts (Smith, 1980). Tillery and Deegan (1985), who described four generations of community college development, characterized this era of junior/community college development as the extension of high school.

After World War II, two actions of the federal government laid the groundwork for the growth and distinctive mission of community colleges. First, the Serviceman's Readjustment Act removed financial barriers to higher education for millions of returning veterans (Vaughan, 1982). For example, in Illinois, three public junior colleges and two

extensions of the University of Illinois opened in 1946 to accommodate the influx of new students. The University of Illinois extensions were converted to public junior colleges in 1949 (Smith, 1980). Second, the 1947 President's Commission on Higher Education for American Democracy called for a removal of barriers to higher education and the creation of a national network of "community" colleges. Among other charges, these community colleges would, at no tuition, offer technical and liberal arts education, serve as cultural centers and community centers of learning, and emphasize civic engagement (Zook, 1947). Tillery and Deegan (1985) labeled this generation of community college development as the junior college era. In addition to the beginning of organizational dissociation from high schools, this time frame featured increased emphasis on general education, student services, and vocational education.

It took until the 1960s, however, until a variety of social movements and the availability of student-based financial aid permitted the community college movement to flourish. In this time period, higher education became viewed as a right rather than a privilege: women, minorities, and those from low socioeconomic segments entered higher education in record numbers. Community colleges embraced an open door philosophy, meaning that that all students who could benefit from higher education were accepted into the institution (Vaughan, 1980). Indeed: 428 new community colleges were established in the United States during the 1960s, and by 1970, the 1,091 American community colleges were serving 2.3 million credit students (Phillippe, 2000). In Illinois, the Junior College Act of 1965 placed public community colleges under the jurisdiction of the Illinois Board of Higher Education rather than local school districts, and provided for significant state and local financial support for building and operating community colleges (Lach, 1998).

Between 1965 and 1970, 16 Illinois public community colleges were established, while 20 others reorganized (Hardin, 1975). Tillery and Deegan (1985) described the emergence of community colleges in this era as something distinct from an "overgrown junior college" (p. 13). They noted that community colleges had distinctive types of staff, students, missions, and leaders than did other sectors of secondary and higher education.

In Tillery and Deegan's final generation, called the comprehensive community college, encompassing 1970 to 1985, the mission of the community college expanded greatly. They noted the increase of non-credit courses, community service, outreach, collaboration with private sector entities, and other non-traditional efforts (Tillery & Deegan, 1985). Vaughan (1982) also noted the expansion of services beyond the traditional curriculum, and acknowledged the critics who began accusing the community college of trying to be all things to all people. By 1985, 4.5 million credit students attended 1,222 community colleges.

Today, the multi-faceted functions of the American community college are widely accepted as: academic transfer, vocational-technical, continuing education, remedial education, and community service (Cohen & Brawer, 1996). The community college mission continues evolve and change, even missions that have long been associated with the community college. For instance, Morest (2006) recently noted the strengthening and diversification of vocational education in community colleges to serve the business and industry sectors. However, she noted that this was happening at the possible expense of transfer academic programs which are being sought by an ever increasing number high school graduates who seek affordable higher education. With 6.6 million credit students and approximately 5 million non-credit students enrolled in 1,195 American community

colleges in 2007 (American Association of Community Colleges, 2007), the dynamic history and mission of the community college continues on its fluid path.

Cohen and Brawer (1996) state that community colleges are social organizations that are arranged in a hierarchical model. Within this model, those working in community colleges strike compromises with one another that ultimately set the course for the community college. Among community college employees are faculty, department chairs, and chief academic officers. In keeping with the hierarchical model, Cohen and Brawer (1996) observed that community college faculty report to department chairs, who in turn report to vice presidents of instruction.

There appears to be a contradiction in Cohen and Brawer's (1996) description of the organization of the community college. While they are steadfast in describing community colleges as hierarchical and provide evidence to this end, they also overtly report that community colleges are run on series of compromises. But this is not a contradiction: hierarchical authority does not necessary follow from hierarchical organization in academe (Booth, 1982). Booth (1982) writes that governing a college is "intrinsically different" (p. 6) from managing an organization outside of academia. He points to faculty valuing authority based on function and expertise rather than formal position. This manifests in the tradition of faculty electing or having a large role in selecting their superior, the department chair.

History of the Academic Department

Department chair is hereby defined as the administrator of an academic unit in higher education and primary representative of that unit to internal and external entities. In

large colleges and universities, an academic department comprises a faculty whose members have been trained in and who teach the same discipline, for example, chemistry or psychology (Hecht et al., 1999). In contrast, community college and small college academic departments most often comprise multiple related academic disciplines rather than a single discipline (Cohen & Brawer, 1996; Hecht et al., 1999). The title of the administrator who represents these groupings of related disciplines varies across community colleges and includes titles such as associate dean and division chair. In this study, the term "department chair" represents this administrator, regardless of specific campus title.

Despite the pervasiveness of the academic department chair in all sectors of American higher education, the post is a somewhat new phenomenon. It was not until the late nineteenth century that college enrollment became so great that the typical college president could not perform all required administrative functions. Most presidents began to appoint librarians and registrars in the 1880s, and deans followed in the 1890s (Hecht et al., 1999).

Concomitantly, it became increasingly difficult for a single faculty member to teach competently in multiple fields, as had been the norm for most of the history of higher education. This change was attributed to the rapid expansion of knowledge in this era. In addition, the rapidly increasing quantity of teaching and research contributed to the emergence of a ranked professoriate, senior and assistant professors, to manage the workload (Rudolph in Booth, 1982). As a consequence, faculty began to group together according to their disciplinary specialization or expertise. Therefore, one of the reasons

universities became departmentalized was to better organize and manage the rapid increase of knowledge (Hecht et al., 1999).

Despite the increasing bureaucracy in American universities in this era, these new academic departments soon commanded considerable influence and power in certain university functions. Initially, like librarians, registrars, and deans, department chairs were viewed as agents of the president's office. Their primary responsibility was to interpret institutional policy at the department level. This Germanic model of the autocratic department chair quickly gave way, however, as faculty resisted becoming bureaucratized. By the early twentieth century, departments developed their own curriculum and determined whether students had successfully completed the curriculum well enough to be granted a degree. While college trustees ultimately had control over faculty hiring, the department's recommendations regarding faculty hiring carried great significance in the hiring decision. Departments governed themselves democratically, even electing chairs on a rotating basis (Cohen, 1998).

Even though academic departments and their chairpersons emerged in the new model of higher education with a great deal of control, the departments lacked influence in overall university governance. This lack of influence has been attributed to departments' tendency to concern themselves mostly with matters within their own academic discipline. This professional myopia led to departments fighting with one other for university resources. As a consequence, presidents and trustees retained primary control of institutional vision (Cohen, 1998).

Incredibly, although the complexion of higher education in the United States has changed considerably from the beginning of the twentieth century to the beginning of the

twenty-first, the general relationship between the academic department and the university has remained largely unchanged. Department faculty, most often acting through their department chair, still control curriculum development and delivery, and heavily influence the selection and promotion of fellow faculty. But this traditional governing system has been strained by the ever-broadening population of students, including women, minorities, and older persons, in combination with different extramural influences on the educational system, such as the expectation for vocational training. The size of modern universities has forced academic departments to yield to other administrative units decisions such as number of students to be admitted as well as development of new programs (Cohen, 1998). Even the mechanism by which individuals become department chairs has broadened. Today, some department chairs are appointed by deans, some are elected by faculty, and others come to the position through a blended selection process involving both faculty and deans. Department chairs may serve set terms, may be re-elected or re-selected, and in the case of departmentally elected chairs, may rotate through faculty members (Hecht et al., 1999).

One of the most marked changes in American higher education in the past one hundred years is the rise of the public community college. Having roots in the earliest days of the twentieth century as a venue for the first two years of the baccalaureate curriculum, most modern public community colleges are comprehensive, offering instruction not only to students who intend to transfer after completing the first two years of a baccalaureate program, but also to students seeking career, developmental (remedial), general, and lifelong learning education. The typical academic department in the community college was organized for purposes very similar to those in universities, namely to permit easier

management of organizational units. As with university academic departments, community college departments have primary responsibility for curriculum development and recommendation of faculty hiring. Also like university departments, community college academic departments are characterized by caring most deeply about local concerns, therefore yielding institutional influence to deans and vice presidents not directly involved with the governance of the departments (Cohen & Brawer, 1996). Seagren et al. (1994) found that 17.5% of community college department chairs in the United States and Canada were elected by faculty, 51.8% were appointed by administration, 29.5% came to the post through a blended process, and 1.1% became chairs in some other manner.

With the exception of being organized around multiple disciplines rather than just one, it appears that the composition and organization of community college academic departments is remarkably similar to academic departments at four-year colleges and universities. However, an important difference is ignored if part-time faculty are overlooked. Of all part-time instructional faculty employed in all sectors of higher education in 1998, 40.9% were working in public community colleges. In comparison, only 8.6% and 7.9% of all part-time faculty were employed by public research institutions and private liberal arts institutions, respectively (National Center for Educational Statistics, 2004b). Put another way, in 1998, 62.5% of teaching faculty in public two-year institutions were part-time faculty (National Center for Educational Statistics, 2004a; National Center for Educational Statistics, 2004b). Clearly, a proper description of the community college academic department and the department chair role set of faculty, department chair, and chief academic officer is accurate only if part-time faculty are considered.

Part-time instructional faculty are an essential part of public community colleges. They bring specialized knowledge and real-life experience to the classroom. But they also help community colleges realize economic benefits, as they are paid much less than full-time faculty, and typically receive no fringe benefits (Wallin, 2005). Drawing data from the restricted use National Study of Postsecondary Faculty of 1999 (NSPF-99), Akroyd and Caison (2005) provide the most current profile of part-time faculty in community colleges. Akroyd and Caison (2005) found that part-time faculty and full-time faculty were employed in similar proportions by age, gender, marital status, and race. Differences emerged in employment characteristics. Not surprisingly, 98% of full-time faculty considered their employment their primary job, while only 28% of part-time faculty did. The average total income of part-time community college faculty members was $9,976, while the average for full-time faculty was $48,353. However, 71% of part-time faculty preferred part-time employment to full-time. The majority of part-time faculty, 62.7%, were not eligible to join a union at their community college or one did not exist for them; in contrast, over half of-full time faculty were unionized.

Akroyd and Caison (2005) analyzed data from the NSPF-99 in order to better understand community college part-time faculty activities and attitudes. As would be expected, part-time faculty spend less time in office hours, doing committee work, and other typical faculty duties as compared to their full-time counterparts. Akroyd and Caison (2005) found statistically significant differences between full-time and part-time faculty satisfaction on a considerable number of items. Part-time faculty were considerably less satisfied than their full-time colleagues on the matters of job security, advancement opportunity, and benefits. However, part-time faculty were more satisfied than full-time

faculty with the amount of workload and the freedom to do consulting work. Finally, Akroyd and Caison (2005) found part-time faculty to be more mobile in their employment intentions than full-time faculty. As part-time faculty are an integral part of the community college academic department's work, and their experiences and attitudes are considerably different from those of full-time faculty, their voices should be considered when examining the role set of faculty, department chairs, and chief academic officers in community colleges.

The inherent tension in the department chair's job, the subject of the current study, has historical roots. History demonstrates that in the United States, departmental faculty in higher education have power and influence over curriculum development and delivery as well as the selection of new faculty. However, senior academic administrators have retained control over the vision and mission of the college at large. Gmelch and Miskin (2004) observe that this reality places the academic department chair squarely "between the conflicting interests of faculty and administration" (p. 7). Booth (1982) adds that faculty and administrative cultures are different, resulting in a complicated job for the department chair. Booth notes that faculty prefer to operate in a democratic, autonomic fashion; that is, faculty wish to self-govern themselves without much concern for the rest of the college. However, Booth notes that administrative culture and actions tend to push departments towards coordination of activities in order to effectively contribute to the overall mission of the institution. As a consequence, Gmelch and Miskin (2004) note that department chairs must effectively "swivel" (p. 7) between leadership styles, namely facilitative, collegial leadership when working with faculty and more hierarchical, traditionally authoritative leadership when working with administration. It is no wonder that Gmelch and Miskin

invoked the image of the Roman god Janus, who had two faces, looking in two directions at the same time, to describe the academic department chair. Academic department chairs cannot escape their historical position at the confluence of the two power centers of the college, the administration and the faculty.

Categorizing the Academic Department

One of the most often-referenced categorization schemes of academic departments in higher education is provided by Biglan (1973a). Biglan asked faculty at a large public university and a small liberal arts college to judge the relative similarity of selected academic disciplines. First, participants clustered 36 academic areas into similar groupings of their own design. After this, the same participants were asked to judge each of the 36 academic areas on bipolar adjectives, such as pure versus applied and physical versus nonphysical. Biglan consequently found three dimensions that differentiate people in academic disciplines. Biglan's first dimension was "hard" versus "soft." Academic disciplines that are associated with a single paradigm, that is, a theory to which all members of the field subscribe, were labeled hard. Physical and life sciences are considered hard, whereas humanities and education are considered soft. Second, Biglan defined "pure" and "applied" dimensions. Disciplines with concern for practical application of knowledge such as engineering and education are considered applied, while disciplines such as history and philosophy are considered pure. Finally, Biglan's dimension of "life system" versus "nonlife system" expressed the discipline's relative involvement with living or organic objects. Biology and education are considered life systems, whereas engineering and physical sciences are considered nonlife systems. Biglan (1973b) created a three-dimensional model presenting the continua of academic departments.

Table 1

Biglan's Three-Dimensional Clustering of Academic Departments

	Hard		Soft	
Dimension	Nonlife system	Life system	Nonlife system	Life system
Pure	Astronomy	Botany	English	Anthropology
	Chemistry	Entomology	History	Political science
	Geology	Microbiology	Philosophy	Psychology
	Math	Physiology	Communications	Sociology
	Physics	Zoology		
Applied	Ceramic engineering	Agronomy	Accounting	Educational administration
	Civil engineering	Dairy science	Finance	Secondary education
	Computer science	Horticulture	Economics	Special education
	Mechanical engineering	Agricultural economics		Vocational education

Biglan (1973b) also found other differences in faculty members in the academic disciplines. Preferences on time spent on teaching, research, and service activities, social connectedness, as well as emphasis on the scholarly productivity of faculty members differentiated faculty members in hard, soft, pure, applied, life system, and nonlife system classifications. As examples, faculty in hard areas reported greater collaboration with fellow faculty than those in soft areas, and faculty in pure areas enjoyed research activities more than colleagues in applied areas. Given the existence of these types of differences between faculty in various disciplines, it is possible that faculty in different disciplines also perceive the importance of department chair duties differently as well.

Job Functions of Department Chairs

At the end of the nineteenth century, faculty typically elected to the department chair position colleagues who had amassed an outstanding record of scholarship. The department chair position was viewed as a ceremonial post, and the office holder primarily served as a figurehead and role model (Hecht et al., 1999). Today, in stark contrast, there is no shortage of non-ceremonial job functions that have been associated with the modern academic department chair.

To best delineate department chair roles, role conflict, and the tensions in their jobs, it is first important to understand the myriad of tasks that department chairs are most frequently expected to undertake. Tucker (1981), who is largely credited with authoring the first comprehensive treatment of departmental academic leadership, grouped department chair tasks and duties into eight categories. These categories and representative examples of duties within each category are presented in Table 2.

Table 2

Tucker's Department Chair Tasks and Duties and Select Examples

Category	Duties
Department governance	Establish department committees
	Implement long-range department programs, goals, and policies
	Prepare department for accreditation and evaluation
Instruction	Schedule classes
	Update department curriculum, courses, and programs
Faculty affairs	Recruit and select faculty members
	Assign faculty responsibilities such as teaching, research, and committee work
	Evaluate faculty performance
	Deal with unsatisfactory faculty and staff performance
Student affairs	Advise and counsel students

External communication	Communicate department needs to the dean and interact with upper-level administration
	Coordinate activities with outside groups
Budget and resources	Prepare and propose departmental budgets
	Seek outside funding
Office management	Manage department facilities and equipment, including maintenance and control of inventory
	Maintain essential department records, including student records
Professional development	Foster the development of each faculty member's special talents and interests
	Promote affirmative action

A remarkable range of duties is highlighted in Tucker's categorization scheme. By the time of Tucker's writing in 1981, department chairs were expected to be competent managers of class offerings, student records, and budgets; motivators for faculty development; promoters of the department to external entities, including possible financial benefactors; and visionaries of the department's long-term plans. However, despite the pervasiveness of Tucker's duties in the literature, and its perpetuation through four subsequent editions of his text, it is unclear how Tucker arrived at this list of duties. That is, if Tucker's duties were empirically generated, there was no mention of this in any of his writings.

An extensive study of the university department, *The Confidence Crisis*, was published by Dressel, Johnson, and Marcus in 1970. While the authors deliberately opted not to use department chairs as their primary unit of study, preferring instead to focus on the operations of the entire department as well as faculty interactions with all facets of the university environment, their listing of department chair duties has been propagated throughout the literature. Specifically, Dressell, Johnson, and Marcus listed "demands" (p. 13) placed on department chairs: budget formation; selection, promotion, and retention of

academic staff; faculty salaries; sabbatical leaves; interdepartmental relationships; research grants; educational development and innovation; university committee membership; discipline representation; professional growth; advice to dean on departmental matters; administration to faculty relationship; new faculty orientation; departmental meetings; adequate nonacademic help; student administration; student advising; class scheduling; student personnel records; faculty load; graduate student application approval; grading standards and practices; curriculum changes; and knowledge of administrative routine of the college, institutional legislative organization, government grants procedures, policies relating to graduation students, and scholarly productivity of department faculty.

Another strand of academic department chair duties and tasks is provided by Hoyt and Spangler (1979). They refined and analyzed duties that had previously appeared in the literature and consequently suggested 15 duties that constituted a comprehensive representation of the academic department chair job. These are: guides faculty evaluation procedures; rewards faculty appropriately; guides organization and planning; allocates faculty responsibilities; recruits faculty; fosters good teaching; stimulates research and scholarly activity; guides curriculum development; maintain faculty morale; fosters faculty development; communicates university expectations; communicates department's needs; facilitates extramural funding; improves department's image; and encourages balance among specializations.

Despite fundamentally utilizing Tucker (1981), Dressel et al. (1970), and Hoyt and Spangler (1979) in creating their own list of department chair duties, Seagren et al. (1994) offer an important distinction in their work: specificity of job functions for community college department chairs. Seagren et al. consolidated and revised previously published

department chair duties to enumerate 32 community college department chair tasks. With the exception of the absence of duties related to research, such as seeking funding for research and training graduate students, Seagren et al. found their task list "surprisingly consistent" (p. 67) with the previously reported studies that had focused on four-year institutions.

Taken together, these studies gave a comprehensive view of the extensive and varied job functions, or activities, that academic department chairs perform. While most of the literature focused on the activities of university department chairs, the work of Seagren et al. shows that this body of literature may apply to the study of community college department chairs.

There is inconsistency in terminology in this literature when referring to the job functions of department chairs. Tucker (1981) referred to functions as "tasks and duties" (p. 2). Dressel et al. (1970) called them "demands" (p. 13). Hoyt and Spangler (1979) alternated between "activities" (p. 291) and "functions" (p. 295). Finally, Seagren et al. favored "tasks" (p. 58). Using the language of role theory, this author plans to substitute the word "role" for the variety of terms used in these four studies. This substitution is permissible by the Kahn et al. (1964) definition of role: activities that are performed by one of a certain status (for instance, a department chair). According to role theory, where there are roles, there are role sets, and where there are role sets, there are role expectations, and where there are role expectations, role conflict is certain to exist. While the formal use of the term role conflict is infrequent in the department chair literature, the related concepts of stress and tension in the department chair job are pervasive.

Tension in the Department Chair Job

Tension and stress in the department chair job are well established. Positioned between faculty and administration, the academic department chair can be viewed as a manager. Management scholar Henry Mintzberg (1989) defines manager as a person in charge of an organization or one of its subunits. Mintzberg's major assumption is that managers are "vested with formal authority over an organizational unit" (p. 15). But the very premise of Tucker's (1981) seminal text on department chairs is the "paradoxical nature" (p. 4) of the department chair's job. Tucker observed that while the department chair is a leader, the chair rarely has "undisputed authority" (p. 4) over the department. Tucker observes that the department chair's tenuous claim on authority is shaped by the desire of faculty to be the primary agents of change within a department. A conflict therefore exists, as departmental faculty are bounded in an administrative structure with department chairs, deans, and vice presidents, who are also charged with leading change. Department chairs are left to "mediate the concerns of the university mission to faculty, and at the same time, they try to champion the values of their faculty" (Gmelch & Miskin, 2004, p. 7).

Booth (1982) echoed Tucker's assertion. Booth observed that academic departments are a unique administrative unit, characterized by peer judgments about the organization of the work to be done. Mintzberg's assumed authoritative relationships are inordinately fragile in this model, then, as department chairs and most other administrators in higher education cannot assume authority or claim sole leadership merely as an outgrowth of their job title and position. This system of governance, which deemphasizes management and promotes democracy, results in a complicated set of roles for department

chairs. Caught in the middle, department chairs must lead from an ill-defined position, with ambiguous claims to authority.

Many authors have observed the "caught in the middle" aspect of being a department chair. Roach (1976) discusses the tension in terms of the department chair's split loyalty between the faculty from whence he or she came and the administration with which they have aligned themselves. According to Moses and Roe (1990), faculty members are more likely to care about themselves and their work, whereas department chairs are called upon to balance the concerns of the faculty, central administration, and external pressures. Hubbell and Homer (1997) observe that the department chair is viewed as part of the management team by central administration but is simultaneously called upon by faculty to strongly advocate for the needs of the department to central administration. Gmelch and Burns (1994) similarly observe that the department chair is viewed as the first among faculty equals, but also as the primary college administrator in the academic unit. Gmelch and Gates (1995) added yet another dimension to the tension, namely that the characteristics of the department chair and the desires and goals of the department chair may be in conflict with both faculty and central administration in given situations. For example, a department chair who was once a secondary school teacher may wish to offer free enrichment activities to advanced high school students, but faculty don't wish to interact with that student population, and administration thinks it an inefficient use of resources because the most capable high school students will not likely choose to go to a community college for their higher education.

The consequences of this tension can be significant. Gmelch and Miskin (1995) report that department chairs often burn out, especially chairs who must also carry active

research programs. Department chair fatigue and stress have been researched and documented by Gmelch and Burns (1994). However, as part of a large study examining department chair stress factors across personal, positional, and organizational variables, Gmelch and Gates (1995) determined that the less role conflict in the department chair's job, the less stress.

Despite the abundant and reinforcing literature painting the department chair as caught between the frequently competing values and desires of faculty and executive administration, little research has attempted to study this tension within the framework of established theory. The research of Roach (1976), Moses and Roe (1990), Hubbell and Homer (1997), Gmelch and Burns (1994), and Gmelch and Gates (1995) seemingly connects their findings expost facto with terminology associated with role theory. That is, their research designs and analysis plans did not strongly incorporate role theory as a guiding framework.

Role Theory and the Department Chair

Role theory, despite the non-standardization of its terminology and incongruity among researchers regarding the cause of expectations responsible for roles, is an established and pervasive theoretical lens in sociology. It has been applied in the study of leaders in education. Gross, Mason, and McEachern's seminal work *Explorations in Role Analysis* (1958) that helped to establish organizational role theory also doubles as a study of school superintendents. Role theory has been applied to the study of department chairs in universities and colleges (Bowers, 1980; Bragg, 1981) as well in community colleges (Samuels, 1984; Simpson, 1979) in dissertations.

However, in the most oft-cited literature on academic department chairs, the term role and its accompanying language are not rooted in role theory. This means that the research that has most shaped our understanding of the department chair is not firmly rooted in a rigorous application of role theory. In addition, these widely cited studies rely on self reporting of data by department chairs; they do not explore the relationships of department chairs to those who report to them, the faculty, and to those whom they report, the chief academic officer. Nevertheless, these three studies moved department chair research beyond simple listing of duties toward a meaningful typography of department chairs. These studies were conducted by McLaughlin et al. (1975), Smart and Elton (1976), and Seagren et al. (1994), and they are discussed in order of their year of publication.

One of the most influential studies of academic department chairs was performed by McLaughlin et al. (1975). Like many department chair studies, the McLaughlin, Montgomery, and Malpass research was rooted in the decades-old department chair duties detailed by Heimler (1967) and Dressel et al. (1970). Participating department chairs were asked to rate the standard chair duties from the Heimler (1967) and Dressel et al. (1970) studies according to how much time they spent on each task, how much they enjoyed each task, how satisfied they were by certain opportunities, and how much emphasis they put on certain goals. Using factor analysis, McLaughlin, Montgomery, and Malpass determined "three major roles which department chairmen [sic] play" (p. 246) related by department chair goals, satisfaction, and tasks. The McLaughlin et al. first role was termed *academic*; representative duties included teaching, encouraging research, advising students, and developing curriculum and faculty. The second role, *administrative*, included duties such as managing budgets and people, as well as interacting both with and on behalf of central

administration and the department. The final role, *leadership*, included duties such as personnel and program development, as well as maintaining morale and managing conflict.

While advancing research-based knowledge in the department chair literature by providing a useful typology of department chairs, McLaughlin et al. (1975) only surveyed department chairs in 32 state universities that grant the doctoral degree. Generalizability to community colleges is therefore not possible. In addition, the authors did not employ role theory by exploring how the three roles were perceived by the role set of faculty, department chairs, and chief academic officers. In fact, the McLaughlin et al. use of the term "role" does not rise to the theoretical definition of role. Role theory was not used as a guiding framework for planning the study. Therefore, the stated "roles" may actually be more akin to categorization of chair types.

Another frequently cited study of department chairs was conducted by Smart and Elton (1976). They used the same research data set as McLaughlin et al. (1975), namely data gathered from department chairs at 32 state institutions that grant doctoral degrees. However, Smart and Elton's factor analysis grouped department chair duties solely by time spent on task. They generated four separate factors as compared to the McLaughlin study, but they also termed them "roles." The *faculty* role describes department chairs who spend more time on tasks such as evaluating and developing faculty; the *coordinator* role describes chairs who devote more time to reviewing curriculum and assigning duties to faculty; the *research* role describes chairs who spend more time on managing gifts to the department and training graduate students; and the *instructional* role describes chairs who spend more time on maintaining records and advising students.

As with the McLaughlin study, generalizability of the Smart and Elton study to the community college is not possible because the sample involves only research universities; community colleges were not included in the sample. Also similar to the McLaughlin study, some of the language of role theory is employed without actual application of role theory. For instance, without having first defined role set, or role expectations, or other role theory language that would position their "roles" within the accepted framework of role theory, Smart and Elton apply the term role to a collection of activities that a chair spends time on. Finally, and most troubling, it is remarkable that two of the most-cited research studies on department chairs in higher education in the United States were derived from the same, somewhat limited, sample of department chairs in 32 doctoral-degree granting state universities.

A third frequently cited study of department chairs was conducted by Seagern, Wheeler, Creswell, Miller, and VanHorn-Grassmeyer (1994). In contrast to most department chair research, Seagren et al. studied community college department chairs. Surveying the entire population of 9,000 community college department chairs in all community colleges in the United States and Canada yielded 2,875 usable responses. Wave analysis, a statistical procedure used to test for response bias, indicated the results derived from these respondents were indicative of the entire population. Unlike the previous two studies attempting to elucidate department chair "roles," Seagren et al. did not provide a specific list of duties to department chairs to rate for the purpose of determining roles. Instead, chairs were ask to rate the importance of 14 more general "roles," such as planner, motivator, facilitator, advocate, and entrepreneur. Factor analysis yielded three role clusters: *interpersonal role*, which included the general roles of information disseminator,

facilitator, mentor, advocate, and caretaker; *administrator role*, which included the general roles of resource allocator, evaluator, negotiator, and conflict resolver; and *leader role*, which included the more general roles of visionary, motivator, entrepreneur, delegator, and planner.

While accessing a remarkable cross-section of community college department chairs, the Seagren et al. endeavor to elucidate the role typology for department chairs may be less informative than the McLaughlin et al. (1975) and Smart and Elton (1976) studies. As with the others, the role set of faculty and chief academic officers were not queried to ascertain their role expectations of community college department chairs; the responses were limited to the department chairs' self-reports. More critically, the ambiguity of the "roles" Seagren et al. provided for rating inspired little confidence in the chair types that were subsequently generated. For example, a respondent might have rated the role "advocate" while thinking of advocating for the department with central administration, or for advocating for professional development for their faculty, or for advocating for more sections of a given course. This research raises questions of reliability, as respondents could have responded to the same item in different ways.

In conclusion, three studies influenced much of the literature on academic department chairs, including community college department chairs: Montgomery and Malpass (1975), Smart and Elton (1976), and Seagren et al. (1994). While all three studies aimed to elucidate roles for department chairs, none is rooted in role theory in an explicit way. The authors did not consider the framework of role theory in the construction of their study nor in the analysis procedures. They therefore lack the rigor of the role theory, neglecting to explore the essential linkages to others in the department chair role set,

namely faculty and chief academic officers. Without researching this role set, role conflict in the department chair job cannot be firmly understood or established.

Studies That Include Faculty and Chief Academic Officer

One of the most commonly cited studies of academic department chairs offers a rare treatment of how academic staff view department chairs, and therefore a glimpse into department chair stress and role conflict. Moses and Roe's *Heads and Chairs* (1990) is an examination of the department chair job based on research conducted at eight Australian universities. Department chairs and academic staff rated 40 department chair duties according to importance. The 40 items were then ordered by response means. Throughout the text, the authors were careful to articulate similarities and differences between Australian universities and universities in other Western countries. Moses and Roe reported that their 40 department chair duties were based on the 15 duties compiled by Americans Hoyt and Spangler (1979): "The 15 are contained in various formulations in the present 40 which cover greater detail and are also wider in scope" (p. 33). While this aided in establishing some degree of generalizability to American universities, no additional information is provided by Moses and Roe about how they altered the Hoyt and Spangler duties.

Moses and Roe pointed out that department chairs and academic staff agreed on the importance of some department chair duties, but they reported discrepancies on the importance of other duties. They found that chairs and academic staff agreed on the importance of planning, both rating items such as developing long-term departmental plans and implementing those plans highly. However, academic staff rated three areas lower than

the chair's own ratings: items related to budget and resource functions, the chair's academic activities such as teaching and research, and the chair's professional reputation.

Despite having an abundance of data at their disposal, Moses and Roe failed to perform statistical analyses beyond that of ranking the response means of importance for each of the 40 department chair duties from both department chairs and academic staff and comparing them descriptively. While Moses and Roe reported discrepancies between chairs and academic staff based on differences in ranked order, it went untested as to whether there was any statistical significance in differences between the means. While Moses and Roe provide needed research regarding differences in perceptions between faculty and department chairs on the matter of importance of department chair functions, the validity of the reported results is uncertain.

Murry, Jr. and Stauffacher (2001) also offer rare research regarding department chair effectiveness as perceived by academic deans, department chairs, and faculty. Their articulated research premise was that deans, department chairs, and faculty had different views of the effectiveness of department chairs. To participants at 37 Carnegie Research II institutions, Murry, Jr. and Stauffacher issued a questionnaire with 58 desirable skills and behaviors encompassing eight dimensions of effective department administration. The respondents were 58 deans, 37 mathematics chairs, 37 psychology chairs, 36 theatre chairs and a stratified sampling of 588 faculty in those disciplines who rated each of the 58 items on a 7-point scale according to importance.

Unfortunately the usefulness of the Murry, Jr. and Stauffacher study is diminished by their analysis choices. Rather than focusing on the stated goal of elucidating the skills and behaviors that deans, department chairs, and faculty think determine department chair

effectiveness, the researchers analyzed how males and females view department chair effectiveness differently, as well as how the three disciplines surveyed view department chair effectiveness differently. Only in passing do the authors reveal that deans, department chairs, and faculty all gave high ratings for communication, trust, and integrity, and that they gave low ratings for managerial tasks, including running meetings and planning schedules. No statistics or other explanation was given for these assertions, thus undermining the validity of the research as it pertains to the perceptions of deans, department chairs, and faculty regarding department chair effectiveness.

Apart from Ferst (2002), who studied whether there was agreement among faculty, chairs, and deans regarding what department chair priorities should be at one public Research I institution in the northeastern United States, no other research comparing perceptions of task importance or chair effectiveness among the complete department chair role set was found in the literature (Ferst's dissertation is discussed at length later in the chapter.) Literature search techniques, including but not limited to searches of ERIC, EBSCO, Dissertation Abstracts, and snowball referencing failed to yield additional research that provided empirical comparisons of the multiple viewpoints of department chairs, faculty, and chief academic officers (CAOs). Research demonstrated the various stresses in the department chair job, revealing that many of the stresses are associated with pressures exerted by the department chair's role set.

Department Chair Role Type Through a Sociological Lens

Unlike the research reviewed so far, Carroll and Gmelch (1992, 1994) linked the sociological concept of role theory to their determination of department chair role type.

They referenced Kahn et al. (1964) as they offered their major tenet (1994): "If we assume that role behaviors vary based on the attitudes chairs bring to the position, then chairs' performance in a specific role is based on the complex interaction of personal attitudes and social pressures from others within the organization" (p. 50). This led Carroll and Gmelch to state that the roles that department chairs take on are not so much linked to the person who occupies the status of department chair, but rather the chair's determination of what is important in that particular position. They contended that a mere listing of chair duties did not reveal a role type. Instead, Carroll and Gmelch asserted that role types are based on the emphases that chairs invested in their specific positions. There is no one ideal department chair role type; rather, there are various roles that chairs embody, given personal attitudes and social pressures.

Carroll and Gmelch (1992) observed that previous researchers, including McLaughlin et al. (1975), Smart and Elton (1976), and Moses and Roe (1990) found separate factors within the overall department chair role. To reiterate, recall that McLaughlin et al. (1975) determined academic, administrative, and leadership roles. Carroll and Gmelch (1992) acknowledged these findings and further suggested that a department chair may emphasize efforts on one of these "sub-roles" more than others. Therefore, Carroll and Gmelch (1992) argued that department chairs are subject to role conflict as they emphasize different sub-roles, given their personal attitudes and social pressures as per the circumstance.

As with previous research, Carroll and Gmelch (1992) sought to determine department chair role types by asking department chairs to rate typical department chair duties. They did not enter into the research with pre-determined roles; instead, they used

factor analysis to determine role types from the data acquired from their study. Carroll and Gmelch drew on the work of McLaughlin et al. (1975), Moses and Roe (1990), and Smart and Elton (1976) to derive a 26-item department chair duty list. Instead of rating by importance, department chairs rated the duties by indicating their effectiveness on each duty on a 5-point Likert scale. Carroll and Gmelch opted to have department chairs rate themselves on effectiveness, believing that effectiveness is a proxy for behavior and actual activity.

Carroll and Gmelch (1992) mailed a 36-item questionnaire to 800 department chairs at 100 Carnegie Council Research I and II and Doctorate Granting I and II institutions. Note that Carroll and Gmelch's research was conducted when the Carnegie Foundation employed an older classification scheme, and, owing to lack of description of these institutions, it is not possible to reclassify the 100 institutions into the current classification scheme. Being mindful of previous research suggesting that responses would vary depending on the discipline of the department chair, Carroll and Gmelch randomly selected one department in each institution from each Biglan category. A total of 539 mail questionnaires were returned for a respectable response rate of 67.5%. The 36-item questionnaire included 26 items regarding the duties of department chairs.

One of the principal assumptions of Carroll and Gmelch's (1992) work is that measures of self-reported effectiveness would lead to determination of factors, in this case, chair roles. To this end, they employed principal components analysis to determine the factors of effectiveness. After obtaining Eigenvalues and examining the scree plot, Carroll and Gmelch retained four factors. These factors were rotated using Varimax criterion, and those with a loading factor of ±0.40 were included in the factor descriptions.

For each factor, Carroll and Gmelch (1992) examined the duties that had clustered and suggested unifying dimensions for each. In Carroll and Gmelch's view, these dimensions are analogous to roles. They termed the first factor as the chair role of *Leader*. Chairs with high means in this factor felt effective in duties such as planning and curriculum development, conducting department meetings, representing the department at professional meetings, and participating in college committee work. The second factor was given the designation of *Scholar*. Chairs with high means in this factor felt effective in duties like maintaining a personal research program and selecting and supervising graduate students. The third factor, termed *Faculty Developer* by Carroll and Gmelch, was constructed by chairs with high means in duties concerning the success of faculty. These chairs rated highly duties such as encouraging professional development of faculty, developing long-range department goals, and evaluating faculty performance. Carroll and Gmelch named the final factor as the chair role of *Manager*. Chairs with high means in this factor felt effective at preparing budgets, maintaining records, and managing staff. While Carroll and Gmelch did not specifically state what they meant by "high means," based on other discussion in the Carroll and Gmelch (1992) study, this researcher believes "high means" was used to indicate chairs whose factor average was in the top quartile of chair respondents on a given factor. Carroll and Gmelch associated 25 of the 26 chair duties with roles; the complete assignment is given in Table 3. Carroll and Gmelch (1992) did not include the chair duty "teach and advise students" because it did not strongly load into any of the role factors.

Table 3

Carroll and Gmelch's Factor Analysis Results

Role factors	Duties

Leader	Coordinate departmental activities with constituents
	Plan and evaluate curriculum development
	Solicit ideas to improve the department
	Represent the department at professional meetings
	Inform faculty of department, college, and university concerns
	Plan and conduct department meetings
	Participate in college and university committee work
Scholar	Obtain resources for personal research
	Maintain research program and associated professional activities
	Remain current within academic discipline
	Obtain and manage external funds
	Select and supervise graduate students

(table continues)

Table 3 (*continued*)

Role factors	Duties
Faculty Developer	Encourage professional development efforts of faculty
	Provide informal faculty leadership
	Encourage faculty research and publication
	Recruit and select faculty
	Develop and initiate long-range departmental goals
	Maintain conducive work climate
	Evaluate faculty performance
	Represent faculty to administration
Manager	Prepare and propose budgets
	Manage departmental resources
	Assure the maintenance of accurate departmental records
	Manage non-academic staff
	Assign teaching, research, and other related duties to faculty

Carroll and Gmelch (1992) therefore established four department chair roles: leader, scholar, faculty developer, and manager. The composite of all four roles most accurately described the actual department chair job at Carnegie Council Research I and II and Doctorate Granting I and II institutions, but Carroll and Gmelch posited that individual department chairs emphasized one role over the other given their personal attributes and social pressures. According to Carroll and Gmelch, the requirement to perform all roles while inherently favoring one is how role conflict is introduced into the department chair job.

Carroll and Gmelch's 1992 publication established department chair roles from chair ratings of their effectiveness on 26 duties. In a second publication, Carroll and Gmelch (1994) returned to the same sample of Carnegie Council Research I and II and Doctorate

Granting I and II institution department chairs. Again, Carroll and Gmelch's research was conducted when the Carnegie Foundation employed an older classification scheme, and, owing to lack of description of these institutions, it is not possible to reclassify the 100 institutions into the current classification scheme. For the 1994 publication, Carroll and Gmelch (1994) explored the importance department chairs placed on the 26 department chair duties. Using the previously derived list of 26 duties, Carroll and Gmelch (1994) asked chairs to rate the importance of each of them. As a matter of clarity, it should be noted that the 1992 Carroll and Gmelch survey instrument asked this sample both to rate the importance and report their effectiveness on the 26 duties on the same questionnaire. However, the reporting and analysis of the chair responses on the importance ratings were not published until the 1994 article.

To reiterate, Carroll and Gmelch (1994) asked the same 800 department chairs at the 100 Carnegie Council Research I and II, and Doctorate Granting I and II institutions to rate the importance of the 26 chair duties. Carroll and Gmelch (1994) created a ranked list of the chair duties by computing the percentage of chairs who rated each duty as a "4" or "5" (high) on the Likert scale. They chose to further analyze the top 10 items on the ranked list, as these represented duties that more than 75% of all chairs perceived as important. The 10 most important duties as reported by the sample of department chairs were to recruit and select faculty, represent department to administration, evaluate faculty performance, encourage faculty research and publication, maintain conducive work climate, manage departmental resources, encourage professional development efforts of faculty, develop and initiate long-range department goals, provide informal faculty leadership, and remain current within academic discipline.

Carroll and Gmelch (1994) identified chairs whose factor average was in the top quartile of chair respondents for each factor. They therefore created eight grouping of chairs: those in the top quartile in each of the four role factors, and those in the bottom three quartiles in each of the four role factors. Among the analyses that Carroll and Gmelch (1994) performed was a computation of statistical differences in the means of importance of the top ten chair duties between each of the top quartiles of chairs and the bottom three quartiles of chairs on each factor. They found significant statistical differences between how department chairs that had been identified a leader, scholar, faculty developer, and manager (top quartile) rated items as compared to the rest of the sample (bottom three quartiles). For example, leader chairs were found to ascribe significantly greater importance to all of the top ten duties than did other chairs with the exception of the "recruit and select faculty" duty. Scholar chairs gave significantly greater importance than other chairs only to the "remain current within the academic discipline" duty. Faculty developer chairs ascribed significantly greater importance to all ten duties as compared to the rest of the chairs. Finally, manager chairs gave significantly greater importance to seven of the ten duties: represent department to administration, evaluate faculty performance, encourage faculty research, maintain conducive work climate, manage departmental resources, develop long-range departmental goals, and provide informal faculty leadership.

There are two notable shortcomings in the Carroll and Gmelch's 1994 publication. First, they reported that the duties that chairs find most important were also the duties they reported to be most effective at performing. Carroll and Gmelch did not provide

information regarding how they came to this conclusion. Publishing a statistical inquiry concerning this conclusion would have strengthened the assertion.

Second, Carroll and Gmelch (1994) asserted that the roles that department chairs perform are not so much linked to the person who occupies the status of department chair, but rather to the chair's determination of what is important in that particular position. Given this, it follows that Carroll and Gmelch should have performed factor analysis on the ratings of chair importance in an analysis similar to their 1992 factor analysis on the ratings of chair effectiveness. This analysis choice would have generated role factors rooted in importance assigned to duties, seemingly much more in line with their assertion.

Carroll and Gmelch (1994) stated that an important direction for future research was to compare the responses of chairs to those both above them and below them on the organizational chart, that is, the department chair role set. Because faculty and chief academic officers may report only on the importance of a chair performing a duty rather than on the effectiveness of a chair performing a duty (akin to an evaluation of a specific department chair), the factor analysis of chair importance on department duties would have been helpful to extend the research.

An Extension of the Carroll and Gmelch Research

In their 1992 and 1994 publications, Carroll and Gmelch limited their research to department chairs. However, Ferst (2002) extended the research by issuing a modified Carroll and Gmelch (1992) instrument to chairs, deans, and faculty at a public Research I institution in the northeastern United States and asked them to rate the importance of Carroll and Gmelch's 26 chair duties. Note that Ferst described the institution as a Research I institution; despite the existence of a more descriptive Carnegie Classification

scheme in 2002, Ferst did not describe the institution in the newer scheme. Ferst contacted 1,906 faculty, 131 chairs, and 19 deans to participate in the research; most were contacted via email containing a link to the online questionnaire, while those without email addresses were contacted via a letter in campus mail. Email reminders were sent 14 days after initial contact. Of the 2,056 total individuals contacted, 707 faculty, 100 chairs, and 15 deans completed the survey, giving response rates of 37.1%, 76.3%, and 78.9% respectively. Ferst noted adequate distribution of responses across the Biglan (1973a) classifications of hard-applied, hard-pure, soft-applied, and soft-pure. The participants rated the 26 department chair duties on a 7-point Likert scale.

Ferst compared his research to the results of the Carroll and Gmelch research, attempting to establish validity. He computed the means of the chair responses on the same 26 chair duty items in his study and ranked them. He then compared the rankings from his study to the rankings from the Carroll and Gmelch (1994) study. A bivariate correlation procedure was used to compute a Spearman's rho of 0.880 significant at the 0.01 level. These results indicated that Ferst's ranked list of chair duty importance was substantially comparable to Carroll and Gmelch's.

Like Carroll and Gmelch, Ferst used factor analysis to determine role types. However, there are two major differences between Ferst's factor analysis and Carroll and Gmelch's. The firs major difference is that Ferst used ratings of importance rather than ratings of effectiveness to determine department chair role types. Second, Ferst's factor analysis yielded five department chair roles, rather than four. Whereas Carroll and Gmelch determined one faculty developer role, Ferst found two: Faculty Developer I that had items related to established faculty members and Faculty Developer II that had items related to

newer faculty members. Ferst's five factor-roles and the related chair duty items are given in Table 4.

Table 4

Ferst's Factor Analysis Results

Role factors	Duties
Scholar	Obtain and manage external funds
	Select and supervise graduate students
	Teach and advise students
	Remain current within academic discipline
	Obtain resources for personal research
	Maintain research program and associated professional activities
Faculty Developer I	Maintain conducive work climate
	Encourage professional development efforts of faculty
	Provide informal faculty leadership
	Develop and initiate long-range departmental goals
	Solicit ideas to improve the department
	Represent faculty to administration
	Encourage faculty research and publication
Leader	Plan and conduct department meetings
	Solicit ideas to improve the department
	Inform faculty of department, college, and university concerns
	Coordinate departmental activities with constituents
	Represent the department at professional meetings
	Participate in college and university committee work

(table continues)

Table 4 (*continued*)

Role factors	Duties
Manager	Manage departmental resources
	Manage non-academic staff
	Assure the maintenance of accurate departmental records
	Prepare and propose budgets
Faculty Developer II	Recruit and select faculty
	Evaluate faculty performance
	Assign teaching, research, and other related duties to faculty
	Plan and evaluate curriculum development

To determine the reliability (internal consistency) of each factor, Ferst computed Cronbach's alpha on the subset of items associated with each factor. The coefficients ranged from 0.8423 to 0.6687, thus indicating high positive correlation between the items and a moderate to high internal consistency of items associated with the factors emerging within the instrument.

With only two exceptions, the duties associated with Carroll and Gmelch's (1992) roles match up exactly with Ferst's identically named roles. The two exceptions are: a) Carroll and Gmelch's principal components analysis placed the duty "assign teaching, research, and other duties related to faculty" in the Manager role, and Ferst's analysis placed it in the Faculty Developer II role, and b) "teach and advise students" was not loaded into any factors in the Carroll and Gmelch study, whereas Ferst's analysis placed it in the Scholar role.

Ferst's principal components analysis divided duties associated with Carroll and Gmlech's Factor Developer role into two factor/roles that Ferst termed Faculty Developer I and Faculty Developer II. Ferst explained that he considered the dimensions to be different

in terms of what established faculty find important for department chairs to do (Faculty Developer I) and what newer faculty find important for department chairs to do (Faculty Developer II). While this researcher comfortably accepts the dimensions suggested by Carroll and Gmelch (1992) and mostly adopted by Ferst (2002) to describe the factor/roles, it is not readily apparent to this researcher that Faculty Developer I and Faculty Developer II are differentiated by time of service of faculty member. Ferst does not provide an extensive explanation for the differentiation. Nevertheless, this differentiation may be important because it suggests length of time in a faculty position needs to be taken into account, and thus is included in this study as a variable describing respondent characteristics.

Ferst (2002) also explored a number of hypotheses in his research. Ferst's primary hypothesis was that deans, chairs, and faculty do not share a common ordering of priorities for department chairs, and that each group expects chairs to concentrate on different tasks. To test this hypothesis, Ferst separately ranked the means of importance of chair duties as reported by faculty, chairs, and deans to create three ranked lists, one from faculty, one from chairs, and one from deans. Spearman's rho indicated positive correlation 0.746 between the chair and dean rankings, 0.674 between faculty and chair rankings, and 0.764 between dean and faculty rankings. Ferst noted that these Spearman's rho computations indicated that deans, chairs, and faculty share an overall pattern of agreement concerning the importance of duties for department chairs. Given this, it seems that Ferst's primary research hypothesis was rejected.

However, Ferst chose to employ scatter plots to determine which chair duties fell outside of general grouping of items agreement. Ferst identified five chair duties that were

ranked considerably differently by department chairs and deans: chairs ranked teaching and advising students and maintaining research program and associated professional activities considerably higher than deans did, while deans ranked evaluating faculty performance, obtaining and managing external funds, and preparing and proposing budgets higher. Overall, Ferst observed that chairs placed more importance on maintaining scholarly interests while serving as chair than did deans.

Using a scatter plot, Ferst noted six chair duties that were ranked considerably differently by deans and faculty. Deans indicated that recruiting and selecting faculty and evaluating faculty performance are very important department chair duties, but faculty ranked these notably lower. In contrast, Ferst observed that faculty rated representing faculty to administration, planning and conducting meetings, soliciting ideas to improve the department, and informing faculty of department, university, and college concerns notably higher than deans did. Ferst observed that faculty selected duties associated with the Leader chair role, and suggested that faculty wish for chairs to be leaders more than deans do.

Ferst also examined the scatter plot of faculty responses versus chair responses. Visually, this plot had the highest number of outliers. Ferst focused on four of the greatest outliers: chairs overwhelmingly put more importance on teaching and advising students, remaining current within their academic discipline, obtaining resources for personal research, and maintaining a research program and associated professional activities than did faculty. Ferst noted that all four of these duties are associated with the Scholar role. Faculty rated planning and conducting department meetings; soliciting ideas to improve the department; informing faculty of department, college, and university concerns; and representing faculty to administration more higher chairs. All of these items are associated

with the Leader Chair role. While not explicitly noted by Ferst, this comparison seems to indicate role conflict: faculty desire Leader chairs while chairs themselves are concerned with Scholar chair activities.

In addition to this first hypothesis, namely that deans, chairs, and faculty do not share a common ordering of priorities for department chairs, and that each group expects chairs to concentrate on different tasks, Ferst articulated other hypotheses. His second was that deans expect chairs to focus on administrative tasks and institutional maintenance. That is, Ferst expected chairs to rate more higher duties associated with Manager chairs than faculty or deans would rate them. To test this hypothesis, Ferst compared the mean scores reported by deans, faculty, and chairs on the duties associated with the Manager role: they were 5.3, 5.2, and 5.0 respectively. An analysis of variance of the means showed that there was no statistical significance at the $p < 0.05$ level. Ferst therefore concluded that all three groups had similar feelings about the importance of chairs performing managerial tasks, and he failed to accept his second hypothesis.

Ferst also hypothesized that both faculty and chairs expected chairs to focus on increasing department resources, advancing faculty, and advancing the department's status. Ferst aligned these expectations with the Faculty Developer I, Faculty Developer II, and Leader factors. Analysis of variance (ANOVA) revealed that while deans and chairs did not show significant variance on the Faculty Developer II items, there was a significant difference between both deans and chairs as compared to faculty. Specifically, the dean average rating of 5.9 and the chair average rating of 5.6 were statistically significantly different from the average faculty rating of 5.0 on the Faculty Developer II items at the $p < 0.05$ level. Ferst therefore concluded that chairs and deans felt it important to spend time

recruiting and selecting faculty, whereas faculty felt less so. Ferst also found via ANOVA that chairs and faculty did not agree on the Leader role, with faculty indicating significantly greater importance, 4.9 rating, in chair leader duties than chairs, 4.7 rating, did at the $p < 0.05$ level.

It should also be noted that Ferst examined department chair roles in the context of the Biglan (1973a) classification scheme. However, Ferst focused on faculty ratings of importance, not department chairs or deans, in his study. Ferst found statistically significant differences in ratings of importance on the role of Faculty Developer II between faculty in the pure versus the applied classifications. Faculty in pure disciplines rated higher the Faculty Developer II role than did faculty in applied disciplines. Also, Ferst found a statistically significant difference in the Leader role between faculty in hard disciplines and those in soft disciplines. Faculty in soft disciplines rated the Leader role more highly than those in hard disciplines did.

Ferst's doctoral dissertation is unique because, unlike the preponderance of literature concerning department chairs and their roles, it addresses the perceptions of the department chair's role set. Ferst extended the research of Carroll and Gmelch (1992, 1994) who invoked role theory by acknowledging the personal attitudes and social pressures exerted on department chairs and the consequential selection chairs of one chair role over another according to their effectiveness in or perceived importance of that role. Ferst actually asked those exerting the social pressures, those in the role set of the department chair, to articulate their perceptions of what was important in the department chair job. In doing so, Ferst provided means to use role conflict in a more strict theoretical sense: individuals in a role set in the same organization may have different role

expectations of the very same individual. Ferst showed that at one Carnegie Council Research I institution faculty, chairs, and deans do not agree on the relative importance of all chair duties; in fact, that faculty, chairs, and deans may actually prefer different role types. Faculty appeared to prefer Leader chairs, chairs appeared to prefer the Scholar role, and deans seemed to prefer Faculty Developer roles.

Summary

This literature review comprehensively examined the research available on department chair role set, role expectations, and role conflict. The review began with an introduction to role theory, a commonly applied theory in sociology literature. Organizational role theory was emphasized, as it pays heed to the behaviors and relationships between those in a formal organization such as a community college. A central element of organizational role theory is role conflict, which addresses the realities of closely related members of an organization holding different views of how another member should behave. Role overload, a construct experienced by status holders who cannot meet all role set expectations within time constraints, was also highlighted. Then, a brief history of the community college and its organization was given. A historical overview of the formation of academic departments and thus the creation of the department chair job was provided. Modern job functions of the department chair, including duties and tasks, were highlighted. The commonly cited notion of tension and stress in the department chair job was reported. Then, often-cited research regarding department chair roles was reviewed.

While helping to categorize the myriad of department chair duties and tasks into meaningful typologies of chair behavior, almost no studies attempted to use role theory to help conceptualize the research. The exception was provided by the works of Carroll and Gmelch (1992, 1994) who purposefully used role theory to inform their research on department chair roles. Finally, Ferst's (2002) dissertation was reviewed at length, because of the bridge it provides between establishing department chair roles and determining specific sources of role conflict in the department chair job. Ferst's study was accomplished by examining the role set of faculty, department chairs, and deans.

Research is needed to determine the extent to which role conflict exists in the community college department chair job. This research addresses three distinct gaps in the literature. First, with its focus on community colleges, the research addresses a sector of higher education that is comparatively neglected in the department chair literature. Second, this research uses the framework of role theory to determine community college department chair role types, an apparent first in the literature. Third, this research adds to the very small amount of literature that examines the role set of the department chair to understand role conflict in the department chair job.

CHAPTER THREE

METHODS

The research had two purposes: to determine community college department chair roles and to determine whether role conflict exists for the status of Illinois public community college department chair. This chapter describes the methods used to answer the seven research questions. The chapter is organized into nine sections: (a) research design, (b) population and sample, (c) instrumentation, (d) variables, (e) validity and reliability, (f) pretesting, (g) data collection, (h) descriptive data, and (i) data analysis.

Seven research questions guided the study:

1. What level of importance do Illinois public community college department chairs attribute to 21 duties performed by department chairs?
2. Based on the importance attributed to these 21 duties and using principal components analysis, what factors determine department chair roles for Illinois public community college department chairs?
3. Do the community college department chair role factors vary by the department chair's
    a. academic discipline,
    b. department disciplinary composition,
    c. size of department,
    d. length of service as chair,
    e. whether the chair was elected by faculty or selected by administration,
    f. number of years served as a full-time faculty member before becoming chair, or
    g. their teaching load while serving as department chair.
4. What level of importance do Illinois public community college chief academic officers attribute to 21 duties performed by department chairs?
5. Does role conflict exist for the status of Illinois public community college department chair?

a. Does role conflict exist for the status of Illinois public community college department chair as measured by a difference in department chair and chief academic officer ratings of importance on role factors using the modified Carroll and Gmelch (1992) Department Chair Duty Scale?

b. Does role conflict exist for the status of Illinois public community college department chair as measured by Rizzo, House, and Lirtzman's (1970) Role Conflict Scale?

c. Does role overload exist for the status of Illinois public community college department chair as measured by Netemeyer, Burton, and Johnston's (1995) Role Overload Scale?

d. Does role overload exist for the status of Illinois public community college department chair as measured by the Department Chair Relative Time Scale?

e. Does role overload exist for the status of Illinois public community college department chair as measured by the summative measure on the Department Chair Relative Time Scale?

f. Does role conflict exist for the status of Illinois public community college department chair as observed in the relationship of department chair responses on the modified Carroll and Gmelch (1992) Department Chair Duty Scale and the Department Chair Relative Time Scale?

6. Do department chairs attribute different importance to the department chair role factors when compared to full-time faculty, part-time faculty, and the chief academic officer at one Illinois public community college?

7. Is there a relationship between the ratings of importance for each department chair role factor and (a) department disciplinary composition or (b) length of service at one Illinois public community college?

Research Design

There were two phases to the research. In Phase I, Illinois public community college department chair roles were determined via principal components analysis. Using ratings of importance reported by the population of Illinois public community college department chairs on a modified version of Carroll and Gmelch's (1992) department chair

duties questionnaire, principal components analysis was employed to determine an underlying factor structure. These factors were interpreted as roles, and subsequently analyzed in the context of role theory. Related to this, it was also determined whether the preferred department chair role factor varied by academic discipline, departmental disciplinary composition, size of department, length of service as chair, whether the chair was elected by faculty or selected by administration, number of years served as a full-time faculty member prior to becoming department chair, and teaching load. Finally, using web-based modified version of Carroll and Gmelch's (1992) department chair duties questionnaire, and previously developed scales of role conflict (Rizzo et al., 1970) and role overload (Netemeyer et al., 1995), as well as a new scale (Department Chair Relative Time Scale, DCRTS) developed by this researcher for this study, the extent to which role conflict exists in the Illinois public community college department chair job was determined. In Phase II, it was determined whether community college faculty, department chairs, and the chief academic officer at one Illinois public community college rate similarly or differently the importance of the department chair role factors determined in Phase I. It was further determined whether the importance attributed to these department chair roles by faculty and department chairs at this one community college varied by departmental disciplinary composition or employee's length of service. The guiding survey design was Dillman's (2000) Tailored Design Method. The method of questionnaire distribution and collection was web-based, specifically, via the online software product SurveyMonkey.

Population and Sample

Target Population

In Phase I, the target population was all public community college department chairs and chief academic officers in the state of Illinois. Department chair is defined as the administrator of an academic unit and primary representative of that unit to internal and external entities. In community colleges, departments are most often comprised of multiple related academic disciplines rather than just a single discipline (Cohen & Brawer, 1996). The title of the administrator who represents these groupings of related disciplines varies across Illinois community college campuses but includes titles such as associate dean and division chair. In this study, the single term "department chair" represents this administrator regardless of specific campus title. The chief academic officer is defined as the highest executive leader on campus to whom all persons involved with academic affairs are responsible and to whom department chairs almost always report (Cohen & Brawer, 1996). There is usually only one person having this job responsibility for each community college. Titles vary by college: Academic Vice President, Vice President for Academic Affairs and Student Development, Vice President for Instructional Services, and many more. For simplification, this administrative position is referred to as "chief academic officer."

There are 48 public community colleges in 39 community college districts in the state of Illinois. *The Directory of Illinois Community College Administrators* (Illinois Council of Community College Administrators, 2005) lists by name and title the administrators at each of the 48 Illinois public community colleges. The *Directory of Illinois Community College Administrators* was used to determine the name and email address for each of the 44 individuals serving as chief academic officers in the Illinois system. It was determined that four Illinois public community colleges did not have chief

academic officers that met the definition of chief academic officer for this study (J. Davis, personal communication, October 31, 2006). The organization of these four colleges was similar: all campus faculty report directly to the same academic administrator who in turn reports to the college's president. As this academic administrator did not have department chairs in their reporting line, these administrators were not invited to participate in the study as chief academic officers.

The Directory of Illinois Community College Administrators does not provide department chair contact information for each community college. Moreover, it was discovered that there is not a central listing or census of Illinois public community college department chairs. As a consequence, this researcher visited each college's website to determine department chair names and email addresses. In cases where contact information was unclear or could not be found, this researcher corresponded with the chief academic officer, a known department chair, or a personal contact at each campus to determine the names and email addresses of the campus' department chairs. For some campuses, numerous individuals were contacted to obtain an accurate and complete list of department chairs. At the conclusion of this comprehensive effort to compile the names and contact information for all Illinois public community college department chairs, 340 names and email addresses were obtained for department chairs at 43 campuses. The same four colleges excluded from the chief academic officer data collection were also excluded from the department chair data collection because they did not have individuals who met the definition of department chair used in this study (J. Davis, personal communication, November 1, 2006). Recall that all faculty directly report to the same academic administrator at these four colleges, thus no department chairs exist. For a fifth Illinois

public community college, department chair names and contact information were not determined despite aggressive attempts by this researcher to contact individuals at that institution for assistance.

In Phase II, the target population was the department chair role set at one selected Illinois public community college: part-time faculty, full-time faculty, department chairs, and the chief academic officer. This community college was selected for two major reasons. First, the role set of faculty, department chairs, and the chief academic officer are situated along direct reporting lines: faculty report to their department chair, and department chairs report directly to the chief academic officer. Second, this institution had a known potential to provide high response rates from faculty, department chairs, and the chief academic officer. This researcher had access to names and email addresses for the entire population of part-time faculty, full-time faculty, department chairs, and the chief academic officer at this institution.

Sampling

In Phase I, all known Illinois public community college department chairs were invited to complete an web-based questionnaire. As such, the sample comprises respondents from the population of 340 known community college department chairs. In tandem with the statewide department chair survey, all 44 Illinois public community college chief academic officers were invited to complete a related online questionnaire. Accordingly, this potential sample comprises the population of all 44 chief academic officers. Since the entire population of Illinois public community college department chairs and chief academic officers were surveyed, the response rate determined whether it is possible to generalize the findings to the Illlinois Community College system.

This study also aimed to examine role conflict as experienced by the complete department chair role set of part-time faculty, full-time faculty, department chairs, and the chief academic officer at one particular community college. As such, Phase II of the research aimed to study the importance placed on the department chair role factors determined during Phase I by the population of full and part-time faculty, department chairs, and the chief academic officer at one Illinois public community college. One Illinois public community college with a known potential to provide high response rates from faculty, department chairs, and the chief academic officer was purposively sampled. This community college shall be referred to by its pseudonym Exploratory Community College (ECC). The role set of faculty, department chairs, and the chief academic officer are organized along direct reporting lines: faculty report to their department chair, and department chairs report directly to the chief academic officer. At the outset of the Fall 2006 semester at ECC, there were 167 full-time teaching faculty, 431 part-time teaching faculty, nine department chairs, and one chief academic officer. The sample comprises the role set population of all full-time teaching faculty, part-time teaching faculty, department chairs, and the chief academic officer.

The Carnegie Classification of Institutions in Higher Education (Carnegie Foundation for the Advancement of Teaching, 2006) is a widely used framework for describing higher education institutions in the United States. Table 5 gives ECC's Carnegie Classification:

Table 5

ECC's Carnegie Classification

Carnegie category	ECC
Level	2-year

Control	Public
Undergraduate Instructional Program	Associate's
Graduate Instructional Program	Not applicable
Enrollment Profile	ExU2: Exclusively Undergraduate two-year
Undergraduate Profile	Mix2: Mixed part/full-time two-year
Size and Setting	L2: Large two-year
Basic	Assoc/Pub-R-L: Associate's-Public Rural-serving Large

According to the Carnegie Foundation for the Advancement of Teaching (2006), there are 23 institutions of higher education in the United States that share each one of the descriptors above with ECC. In addition, an array of other variables influences the description ECC: reporting lines, discipline groupings within departments, demographics of students and staff, location in the state of Illinois and in the nation, and so on. The results of Phase II of the research were not intended to be generalizable. The intention of Phase II was to detect whether role conflict exists in a well-defined role set of faculty, department chairs, and a chief academic officer. Initial findings from this research could provide for a rich area for future research.

Instrumentation

Many listings of department chair duties are found in the literature (Hoyt & Spangler, 1979; McLaughlin et al., 1975; Moses & Roe, 1990; Roach, 1976; Seagren et al., 1994). They vary in scope and focus. For instance, Tucker's (1981) widely referenced handbook *Chairing the Academic Department* lists 54 specific department chair tasks and duties. Through empirical research, Hoyt and Spangler (1979) determined 15 duties of a more general nature. Seagren et al. (1994) provided 32 tasks associated specifically with

the community college department chair job. These listings focused on tasks that department chairs perform or characteristics that department chairs possess, and none delved into department chair roles using the framework of role theory.

Role theory is the study of the predictability of expected human behavior given a certain social identity, called status, in a given situation (Biddle, 1986). Kahn et al. (1964) define role as activities, or potential behaviors, that are performed by one of a certain status. Role set is the individual's immediate supervisor, subordinates, and other individuals with whom the status holder must work closely. Because members of the role set have a stake in the status holder's performance, they develop beliefs and attitudes about roles that should and should not be performed called role expectations.

Unlike most researchers, Carroll and Gmelch (1992) related a list of specific department chair duties to defined department chair roles using the framework of role theory. Their survey instrument was selected as the basis for the present research because Carroll and Gmelch (1992) showed how it could be used to describe what roles department chairs perceive themselves performing. Further, the instrument's use was expanded by Ferst (2002) and used to compare the importance that faculty, department chairs, and deans placed on chair duties and roles. Accordingly, this survey instrument has been shown to have the capacity to detect whether role conflict exists in the department chair job. Kahn et al. (1964) state that individuals in a role set in the same organization may have different role expectations of the very same individual. When these expectations differ, the resultant tensions are termed role conflicts.

A modified version of Carroll and Gmelch's (1992) questionnaire was one of the primary data collection instruments in this research; it appeared on both Phase I

questionnaires distributed via Internet to the statewide sample of community college department chairs and chief academic officers, as well as the Phase II questionnaires distributed via Internet to full and part-time faculty at ECC. Permission was obtained from both Carroll and Gmelch to use the instrument, with minor modifications. In addition to the modified version of Carroll and Gmelch's (1992) questionnaire, three additional scales appeared on the Phase I questionnaire for department chairs: Rizzo, House, and Lirtzman's (1970) role conflict scale, Netemeyer et al.'s (1995) role overload scale, and new Department Chair Relative Time scale developed by this researcher for this study.

Modified Carroll and Gmelch (1992) Survey Instrument

Carroll and Gmelch (1992) observed that publications regarding department chairs in the 1970s, 80s, and early 90s existed primarily of "fragmented listing of duties" (p. 2). They argued that empirical research was necessary to avoid practical and theoretical problems created by the disjointed nature of existing publications. They developed a 26-item department chair duty scale and used it to determine roles that department chairs perform. Carroll and Gmelch's (1992) development and use of this instrument has been described extensively in Chapter 2.

The original survey instrument used by Carroll and Gmelch (1992) was not obtained by this researcher. Personal communication with Carroll (February 19, 2006) revealed that the survey had been created using a now obsolete version of the software package PageMaker on a now obsolete Macintosh personal computer. Gmelch (personal communication, February 6, 2006) provided an electronic version of a very similar instrument, and also communicated that Exercise 1.1 in *Chairing an Academic Department* (Gmelch & Miskin, 2004) was also almost exactly the survey instrument used in 1992.

Using these two resources, this researcher re-constructed the 26 chair duty items in a questionnaire format. The resultant document provided the template from which modifications were made.

Modifications were deemed necessary as Carroll and Gmelch (1992) studied department chairs in university settings while the present study examined community college department chairs. In a considerable number of ways, however, duties of community college department chairs are very similar to those in four-year and research institutions (Cohen & Brawer, 1996). Seagren et al. (1994) specifically studied community college department chairs and compiled a list of 32 tasks specific to them. Seagren et al. found their task list "surprisingly consistent" (p. 67) with studies that had previously focused on department chairs at universities and four year colleges. An obvious omission from Seagren et al.'s tasks, however, is tasks specifically linked to research, scholarly activities, and graduate students. This is readily explained as community college department chairs work in two-year degree institutions and therefore are not required to carry or support research programs, as research is not a community college mission (Cohen & Brawer, 1996).

As has been noted, the Carroll and Gmelch (1992) survey contains duties that have been associated with the Scholar Chair role factor. The five duties that Carroll and Gmelch (1992) associated with Scholar Chairs are: "obtain resources for personal research," "maintain research program and associated professional activities," "remain current within academic discipline," "obtain and manage external funds (grants, contracts)," and "select and supervise graduate students." Ferst's (2002) factor analysis of data resulted in a

Scholar role factor with exactly the same duties, plus the addition of "teach and advise students."

In the present research, duties that were wholly associated with research activities of department chairs were deleted from the Carroll and Gmelch (1992) questionnaire. This was done as to not to distract community college department chair participants while taking the survey. Additionally, with a population of 340 public community college department chairs in Illinois, the reduction in number of department chair duty items to be rated reduced the number of responses needed to perform principal components analysis. Specifically, the five duties eliminated are: "obtain resources for personal research," "maintain research program and associated professional activities," "remain current within academic discipline," "select and supervise graduate students," and "encourage faculty research and publication." Note that one duty that both Carroll and Gmelch (1992) and Ferst (2002) had associated with the Faculty Developer role factor has been eliminated. As research and publication are not typically expectations of community college faculty (Cohen & Brawer, 1996), the duty "encourage faculty research and publication" was deleted from the modified questionnaire used in this research.

While the duty "obtain and manage external funds (grants, contracts)" has been associated with the Scholar role factor by both Carroll and Gmelch (1992), and Ferst (2002), it was retained in the present research because of the recent and growing reliance of community colleges on external funds to sustain and expand operations (Herbkersman & Hibbert-Jones, 2003). Even more than a decade ago, 40.2% of community college department chairs reported that seeking external funding was an important or very important department chair task (Seagren et al., 1994). Additionally, while Ferst's (2002)

research associated the duty "teach and advise students" with the Scholar role factor, it has been retained in this research. Both teaching and advising students are fundamental to community colleges (Cohen & Brawer, 1996), and 82.9% of community college department chairs have reported that advising and counseling students was an important or very important task in their jobs (Seagren et al., 1994).

The modified Carroll and Gmelch (1992) survey hence contained 21 duties rather than the original 26. In addition, three revisions were made to the Carroll and Gmelch survey in order not to distract community college participants from the intent of the questions. References to the word "university" were deleted from items #10 and #15, and the word "research" was deleted from item #9. The modified Carroll and Gmelch (1992) questionnaire described here was delivered to each participant in the study as a web-based questionnaire. Surveys using the modified Carroll and Gmelch survey are given in Appendix B.

Role Conflict (RC) Scale

In addition to the modified Carroll and Gmelch (1992) questionnaire, participating community college department chairs were asked to respond to three additional scales. The first of these is the well established (Jackson & Schuler, 1985) Rizzo et al. (1970) scale of role conflict.

Rizzo et al. (1970) developed a questionnaire to measure role conflict (RC) in complex organizations. Their instrument is based on the theoretical principle that in organizations with hierarchical relationships, a status holder should receive role pressures from only one superior. When a status holder receives incompatible expectations from two or more members of the same organization, role conflict is said to exist.

Rizzo et al. (1970) developed questionnaires for both role conflict and role ambiguity. The 190 participants who were managerial, technical, and clerical personnel at an unnamed organization responded to 30 role items by indicating on a 7-point Likert scale the degree to which the condition existed for them. The responses were factor analyzed and rotated using a varimax criterion. Two factors accounted for 56% of the common variance; the first factor was named role conflict and the other role ambiguity. To create the role conflict scale, Rizzo et al. (1970) selected the role conflict factor items that had a loading of 0.30 or higher that did not also load highly on the role ambiguity factor. The result was an 8-item role conflict scale. Rizzo et al. concluded that the results showed that role conflict and role ambiguity were two distinct dimensions.

In their meta-analysis of role conflict and role ambiguity in work settings, Jackson and Schuler (1985) noted that Van Sell, Brief, and Schuler (1981) found that 85% of research on role ambiguity and role conflict used the Rizzo et al. (1970) scales. Despite its liberal use, Jackson and Schuler (1985) noted that the Rizzo et al. (1970) scales had come under close scrutiny owing to the psychometric properties of the instrument as well as response characteristics. As part of their meta-analysis, Jackson and Schuler (1985) concluded that the Rizzo et al. (1970) role conflict and role ambiguity scales were "satisfactory measures" (p. 17) of these two role constructs.

Two separate studies found that one of the items on the 8-item Rizzo et al. (1970) role conflict scale was a complex item that had low reliability and that loaded on more than one factor. Schuler, Aldag, and Brief (1977) first reported the concern about the item "I work on unnecessary things," and it was echoed by Smith, Tisak, and Schmieder (1993). Smith et al. commented that the item could be viewed as dealing with superfluous activities

outside of work duties, and advised users of the scale to omit the item. Accordingly, "I work on unnecessary things" was eliminated from the role conflict scale used in the present research, resulting in a 7-item scale.

As has been developed previously in this document, role conflict may exist for the status of Illinois public community college department chair. The modified Carroll and Gmelch (1992) instrument determines whether role conflict exists for department chairs in terms of duty items specific their job functions. By asking department chairs to respond to the established Rizzo et al. (1970) role conflict scale, Phase I of the proposed research also showed whether role conflict in a more general sense existed in the Illinois public community college department chair job.

Role Overload Scale

Kahn et al. (1964) suggested that role overload is a type of role conflict, but studies by Wunder, Dougherty, and Welsh (1982) as well as Netemeyer et al. (1995) have shown role overload to be correlated with but different than role conflict. Chapter 2 of this document established that department chairs in higher education are tasked with a large array of job duties (Dressel et al., 1970; Hoyt & Spangler, 1979; Seagren et al., 1994; Tucker, 1981). Department chairs may feel that there is not enough time to accomplish all of these duties.

Role overload appears much less frequently than role conflict in the literature. Apart from the attention given role overload by Kahn et al. (1964), other volumes dedicated to role theory are silent on the subject (Biddle, 1961; Biddle & Thomas, 1966; Gross et al., 1958). Biddle (1979) devotes only one paragraph to role overload. There is a similar dearth of exploration of role overload in articles that use role theory to study work

settings. Consequently, significantly less research is available to help identify or construct scales that measure role conflict.

As part of their research to suggest a model of role perception consequences, Netemeyer et al. (1995), issued a three item scale to measure role overload (RO). Members of field sales force at a major consumer goods firm provided 181 responses to the role overload questionnaire: one factor named role overload was consequently identified. The correlations between the three role overload items ranged from 0.50 to 0.60, Cronbach's alpha was 0.79, and t-values for each item loading ranged from 9.38 to 11.26.

The 3-item Netemeyer et al. (1995) role overload scale was issued to department chairs during Phase I of the present study. Data gathered from this scale determined whether individuals with the status of Illinois public community college department chair experienced role overload.

Department Chair Relative Time Scale

Participating department chairs were also asked to respond to an original scale developed by this researcher for this study: the Department Chair Relative Time Scale. The scale, its purpose, and its underlying theory are described in this section. Reliability and validity concerns are addressed later in this chapter.

Kahn et al. (1964) have defined role overload as when a status holder receives a wide variety of legitimate expectations from members of their role set that the status holder cannot complete within time limits. In the previous section, a 3-item role overload scale developed by Netemeyer et al. (1995) was described and included in the study. However, this role overload scale is general to employees in essentially all work settings. In the present study, Netemeyer et al.'s (1995) role overload scale indicates whether the

composite of all department chair duties triggers role overload. However, the role overload scale developed by Netemeyer et al (1995) does not have the capacity to indicate which specific duties, if any, bring about role overload for department chairs. Just as the role conflict scale by Rizzo et al. (1970) indicates the extent of role conflict in the department chair job, and the modified Carroll and Gmelch (1992) questionnaire pinpoints sources of role conflict, this researcher employed a similar approach in the study of role overload.

Both Dawis (1987) and DeVellis (2003) emphasize the importance of using theory to develop scales. Kahn et al. (1964) characterize role overload as a complex interaction of inter-sender conflict and person-role conflict. Recall that Kahn et al. (1964) defined inter-sender conflict as when different members of the same role set exert competing pressures, and person-role conflict as when requirements of the role violate one's own moral values. We may therefore think of role overload as when members of the role set exert various role pressures on the status holder, and the status holder is morally conflicted because they cannot meet all expectations in an appropriate amount of time. The extant literature does not define role overload according to the amount of time prescribed; it is therefore implied that the temporal "tipping point" for role overload is an individual experience. In the same manner, the number or type of role pressures that serve as a tipping point for role overload could also be an individual experience.

Additionally, DeVellis (2003) noted that specificity is an aid to clarity. DeVellis (2003) gave the example of the locus of control construct, a concept used to ascertain individuals' perceptions about what influences their lives. He noted that the construct could be used broadly to explain global patterns of behavior, or narrowly, to predict how an individual will respond in a very specific context. To determine whether role overload

exists in the rather narrow context of the experiences of Illinois public community college department chairs, it is appropriate to create an instrument that is specific to this situation.

The conditions for constructing an appropriate scale to determine role overload for Illinois public community college department chairs are then: (a) that the scale does not use an absolute measure of time, as department chairs will have individual perceptions of how much time is too much or too little time for a given duty, (b) that the scale contains duties specific to community college department chairs, and (c) that there is not a preconceived notion of how many duties are too many or which types duties are demanding as each individual chair will experience and respond to role pressures differently.

Accordingly, an original role overload questionnaire, the Department Chair Relative Time Scale (DCRTS), was created. Typically, development of a new scale requires that the developer conduct open-ended interviews with subjects from the target population in order to develop and write scale items (Dawis, 1987). But, as has been described, the modified Carroll and Gmelch (1992) survey presents 21 duties that community college department chairs are very likely to undertake. This researcher capitalized on the modified Carroll and Gmelch (1992) duties, the development of which has been described elsewhere in this document. These Carroll and Gmelch (1992) duties are associated with role overload because they are the duties that department chairs perform, and as a consequence, contribute to role overload if it exists in the community college department chair job.

For each of the 21 modified Carroll and Gmelch (1992) duties, respondents were asked to indicate the extent to which they agree with the statement, “In a typical semester, the amount of time I spend on this duty makes it difficult for me to complete all of my

other duties." Respondents indicated on a 4-point Likert scale whether they strongly agreed, agreed, disagreed, or strongly disagreed with the statement. A Likert scale is appropriate as it is widely used to measure beliefs associated with fairly strong prompting statements (DeVellis, 2003).

In addition, one original, summary role overload question was asked. Specifically, participants were asked to indicate on the same 4-point Likert scale, "Overall, in a typical semester, I feel that I have more duties to perform than time in which to perform them." This question speaks very clearly to the definition of role overload (Kahn et al., 1964), provides specificity to the department chair job, and offers an avenue to demonstrate this new scale's validity.

Web-Based Questionnaire

The web-based product SurveyMonkey was used to construct, deliver, collect, and track all questionnaires for this research. Each of these four functions is discussed in detail later in the chapter, but it is worth emphasizing at this point that SurveyMonkey was employed for these purposes. The Statistical Package for the Social Sciences (SPSS) Version 15.0 was used for all analyses of data. Data were imported into SPSS from SurveyMonkey.

Variables

For participants in both Phase I and Phase II, characteristic data served as the independent variables, while the survey items associated with the modified Carroll and Gmelch (1992) Department Chair Duty scale, the Rizzo et al. (1970) role conflict scale, the

Netemeyer et al. (1995) role overload scale, and the Department Chair Relative Time scale developed by this researcher served as the measure of the dependent variables.

Participant Characteristic Questions and Associated Data Cleaning

The characteristic variables in this research were selected to facilitate comparisons between this study's community college sample and similar but not identical samples that have been studied previously. Several characteristic questions were asked of all department chair, chief academic officer, and faculty participants, while other characteristic questions were asked of only one or two groups. Table 6 displays a summary of the characteristic variables, including response metrics and level of measurement. The reasons for acquiring these data are described next.

Table 6

Summary of Characteristic Variables

Survey item	Response metric	Level of measurement	Variable type	Item representation on surveys		
				DC[a]	CAO[a]	FAC[b]
Department Chair characteristic items						
Use the drop-down box to select the academic discipline that best describes your academic training and/or the area you have taught at your community college	See Table A1 of Appendix A	Nominal	Independent	x		
Please provide the name of the academic department you chair at your community college	Open ended	Nominal	Independent	x		
How many years have you been a department chair at your current community college	Open ended (#)	Ratio	Independent	x		
How many years total have you been a community college department chair anywhere	Open ended (#)	Ratio	Independent	x		
Have you also served as a full-time faculty member at the community college level	Yes/No	Nominal	Independent	x		
How many years did you serve as full-time faculty member before becoming a department chair	Open ended (#)	Ratio	Independent	x		
Which of the following best describes your load[a]	1 = no release 2 = 25% DC 3 = 50% DC 4 = 75% DC 5 = 100% DC	Ordinal	Independent	x		

(table continues)

Table 6 *(continued)*

Survey item	Response metric	Level of measurement	Variable type	Item representation on surveys DC[a]	CAO[a]	FAC[b]
Department Chair characteristic items (*continued*)						
Were you elected by faculty or selected by administration to your department chair position	Elected/Selected	Nominal	Independent	x		
How many full-time faculty are in your department	Open ended (#)	Ratio	Independent	x		
How many part-time faculty are in your department	Open ended (#)	Ratio	Independent	x		
How many degree and certificate programs are offered in your department	Open ended (#)	Ratio	Independent	x		
Chief Academic Officer characteristic items						
Select the academic discipline that best describes your academic training and/or the area you might have taught at the community college level	See Table A1 of Appendix A	Nominal	Independent		x	
How many years have you been a chief academic officer at your current community college	Open ended (#)	Ratio	Independent		x	
How many years have you been a chief academic officer at all community colleges combined	Open ended (#)	Ratio	Independent		x	
Are department chairs elected or selected at you community college	1=elected 2=selected	Nominal	Independent		x	

(table continues)

Table 6 (*continued*)

Survey item	Response metric	Level of measurement	Variable type	Item representation on surveys		
				DC[a]	CAO[a]	FAC[b]
Faculty characteristic items						
Select the academic discipline that best describes your academic training and/or the area you teach at the community college level	See Table A1 of Appendix A	Nominal	Independent			x
Please provide the name of the academic department in which you do most of your teaching at this community college	Open ended	Nominal	Independent			x
Are you a full-time or part-time faculty member at this community college?	1=Full-time 2=Part-time	Nominal	Independent			x
How many years have you held this faculty position at this community college?	Open ended (#)	Ratio	Independent			x
How many years have you been a faculty member at all community colleges combined:	Open ended (#)	Ratio	Independent			x

Note. [a]Phase I participants. [b]Phase II participants.

Characteristic Variables Acquired From All Participants

Academic discipline of respondent. One of the most often-referenced categorization schemes of academic departments in higher education is provided by Biglan (1973a). Biglan found three dimensions that differentiate academic departments: hard versus soft, pure versus applied, and life systems versus non-life systems. Biglan's (1973a) scheme has been used by a variety of researchers, including those whose work is germane to the current research: Carroll and Gmelch (1992) and Ferst (2002). For this reason, all respondents were be asked, "Use the drop-down box to select the academic discipline that best describes your academic training and/or the area you teach at your community college." Note that Biglan (1973a) developed his schemes using disciplines taught in university and four-year college settings. As the current research involves two-year community college faculty, chairs, and chief academic officers, this researcher compiled a list of academic disciplines using terminology from the Illinois Community College Board's *ICCB Generic Course List Manual* (n.d.). The disciplines from which respondents chose are given in Table A1 of Appendix A. This researcher assigned the Biglan classifications of Hard-Pure, Hard-Applied, Soft-Pure, and Soft-Applied to each of the community college disciplines. The previous work of Biglan (1973a) and Ferst (2002) in categorizing disciplines into these Biglan classifications was honored. Some community college academic disciplines have not previously appeared in Biglan's (1973a) or Ferst's (2002) classifications. Noting that the categorizations were developed for university academic departments, this researcher created two more categories: Developmental, to describe the community college disciplines of adult basic education, English as a Second Language, and reading; and Trades, to describe the community college disciplines of agriculture business and production,

communications technologies, construction trades, engineering related technologies, health professions and related sciences, mechanics and repairers, precision production trades, protective services, science technologies, and transportation and materials moving workers.

This modified Biglan classification scheme was presented to three experts for review, and one provided considerable feedback. As per the recommendation of DeVellis (2003), the expert was asked whether the classification scheme was relevant to the classification of community college academic disciplines, whether the classifications were clearly understood, and whether there were any other classifications they would suggest. The expert observed that the new categories of Developmental and Trades made sense on the surface, but that they were not developed using the theory employed by Biglan (1973a), namely, that Developmental and Trades were subject areas, not constructs. However, the expert suggested simply acknowledging the "potential misfit" (J. Palmer, personal communication, October 2, 2006) and analyzing the results, noting that "exploratory stances are often useful" (J. Palmer, personal communication, October 2, 2006). Given that the additional categories were viewed as an acceptable way to manage the myriad of academic disciplines specific to the community college context, and given the potential to contribute to another area of literature in the future, the six categories of the modified Biglan classification scheme were retained in for research.

Academic department of the respondent. As community college academic departments are most often comprised of multiple related academic disciplines rather than a single discipline (Cohen & Brawer, 1996), it is important to also perform analyses based on the department, rather than the discipline, with which the faculty members and the department chairs are associated. In her case study research of faculty searches at three

community colleges, Twombly (2004) explored Clark's (1987) assertion that academic discipline strongly influences the work life of faculty. She found that while community college searches were organized around academic disciplines, that strength of affiliation with the discipline mattered much less so than in university settings. For instance, community college faculty, who are charged with only teaching introductory courses, may be asked to teach introductory courses outside of their discipline: a master's degree chemist teaching introductory geology, for example. Also, as academic research is not part of the community college mission (Cohen & Brawer, 1996) it is possible that academic discipline may not influence as strongly the perceptions of community college faculty and department chairs with respect to the importance of department chair duties. Twombly's research supports this assertion, as she found that community college faculty searches do not emphasize research record or potential; rather, they sought individuals who wanted to teach regardless of their academic research output or pedigree of advanced degree.

The open-ended characteristic question, "Please provide the name of the academic department you chair at your community college" was asked of department chair participants and, "Please provide the name of the academic department in which you do most of your teaching at this community college" was asked of faculty to collect these data. This researcher classified the department names into seven modified Biglan categories post ex facto: hard-pure, hard-applied, soft-pure, soft-applied, developmental, trades, and mixed. When the department name reflected a discipline or group of disciplines that all aligned with a single, previously established modified Biglan category, it was reclassified as that category. For example, the departmental datum "Behavioral Sciences" was classified as soft-pure. When a department name indicated a collection of differing

modified Biglan categories, the department was classified as mixed. For example, the department datum "Chemistry/Physics/Engineering" was classified as mixed, since chemistry and physics are considered hard-pure disciplines, while engineering is considered a hard-applied discipline. The complete data set of department names and the modified Biglan category to which they were assigned is given in Table A2 of Appendix A.

Length of service. Carroll and Gmelch (1992) found one role factor, Faculty Developer, which describes chairs who reported high effectiveness on duties related to assisting in the professional development of faculty. In contrast, Ferst (2002) found two. Ferst associated Faculty Developer I items with established faculty members, and Faculty Developer II items with newer faculty members. As a consequence, all respondents were asked, via an open-ended question, to report length of service in their current job at their current community college in terms of years as well as length of service in their current job at all community colleges in terms of years to perform analyses taking into consideration length of service.

After the data had been acquired, it was observed that a notable number of respondents did not seem to understand the phrasing of the question, "How many years total have you been a community college department chair (faculty, chief academic officer) anywhere?" Some respondents provided the datum "0" even though they had provided a non-zero response for the question, "How many years have you been a department chair (faculty, chief academic officer) at your current community college." Since the validity of some of the "anywhere" responses was in question, and since the remaining "anywhere" responses were highly correlated to the "your current" responses, only the data obtained to the "your current" demographic question was used in analyses.

For the department chair respondents on the length of service in their current job question, nine responded that they had been a chair less than one year; these data were coded as 0.5. Seven supplied the data in terms of months; these were translated into years and coded as the nearest half year. One respondent gave the range of 1-2 years; this was coded as 1.5.

For the chief academic officer respondents on the length of service in their current job question, one responded that they had been a chief academic officer for less than one year; this was coded as 0.5. Also, one chief academic officer responded, "4 months;" this was coded as 0.5.

For the faculty respondents on the length of service in current job question, four responded that they had been faculty for less than one year; these were coded as 0.5. One respondent entered, ">1yr"; this was coded as 1. Two faculty supplied answers in terms of months; these were translated into years and coded ad the nearest half year. Finally, two faculty wrote that they were new faculty; these were coded as 0.5.

Additional Characteristic Questions for Department Chairs

Department chairs were asked a number of questions not asked of the chief academic officers and the faculty. As has been established elsewhere in this document, department chairs are frequently viewed as first among faculty equals. It is therefore reasonable to suspect that the importance placed on department chair duties by department chairs would be influenced by whether the department chairs had previously served as a full-time community college faculty and for how long. Accordingly, two questions were asked of department chairs. The first was the yes/no question, "Have you also served as a full-time faculty member at the community college level?" Those who answered yes were

further prompted to respond to the open-ended question, "How many years did you serve as a full-time faculty member before becoming a department chair?"

Of the respondents to this open-ended question, two responded that they had been faculty for less one year; these data were coded 0.5. In addition, two respondents gave vague word answers, specifically, "currently a full time faculty member," and, "2 the first time and then it became my turn again." These responses were coded in SPSS as sysmis, missing values.

The next characteristic question asked of department chairs was, "Which of the following best describes your load?" Department chairs selected one of five responses which were subsequently coded as: 1 = No release from teaching while serving as department chair; 2 = 25% department chair, 75% faculty load; 3 = 50% department chair, 50% faculty load; 4 = 75% department chair, 25% faculty load; 5 = 100% department chair load. The theoretical basis for this question stems from the previously established organizational positional tension of department chairs. It is reasonable to suspect that chairs who are minimally released from teaching to serve as department chairs may place differing importance on certain duties as compared to department chairs that are completely released from teaching.

An additional characteristic question asked of department chairs intended to examine the role set positional tension. The responses to "Were you elected by faculty or selected by administration to your department chair position?" were coded as follows: 1 = elected; 2 = selected. In this study, the department chair role set has been defined as faculty, department chair, and the chief academic officer. The department chair has been characterized as caught in the middle between faculty and chief academic officers and as a

consequence, caught between potentially competing expectations of the department chair. This positional tension of department chairs between faculty and chief academic officers may be influenced by whether the department chair was elected by the departmental faculty or selected by administration. Department chairs who were elected by faculty may align themselves more readily with faculty, whereas department chairs selected by administration may align themselves more readily with the chief academic officer. Surprisingly, very little literature explores this dimension. A rare exception is provided by Vernon (1979); while not peer-reviewed, her survey research involving chief academic officers at 48 public, two-year institutions across the United States reinforced the impression that the manner of department chair election or selection influenced the allegiance of the chair. Vernon (1979) overwhelming found that department chairs selected by administration were perceived to be loyal to and aligned with administration. In contrast, department chairs elected by faculty were viewed to be loyal to faculty.

Unfortunately, the skip logic function in SurveyMonkey either failed, or was not employed properly by this researcher. The 30 chairs who answered "no" to "Have you also served as a full-time faculty member at the community college level?" bypassed the question, "How many years did you serve as a full-time faculty member before becoming a department chair?" as desired, but they were not prompted to answer the questions regarding department chair load and whether they had been elected or selected. As other data was available to reclaim the elected versus selected missing data, the following qualifications for reclaiming lost data were established: (a) that at least half of the remaining department chairs from the college of the lost case responded "yes" to having been a faculty member before becoming department chair, (b) that all the chairs from lost

case college gave the same response to either being elected or selected to their jobs, and (c) that the elected/selected response of the chief academic officer from the lost case college did not contradict those of the college's department chairs. For 15 of the 30 lost cases, these qualifications were met, and data was reclaimed. For the 15 cases where all three qualifications were not met, sysmis (missing data) was entered in SPSS. No cases were reclaimed for the chair load question, because unlike election or selection of department chair which is a college-level policy, chair load has the potential to vary by department chair.

Finally, department chair participants were asked three open-ended questions to measure of the size of the academic departments they led. Hecht et al. (1999) observed that there is a wide variability in size of academic departments. They noted that departmental size is important as size impacts the organization of the department. It follows, then, that the importance ascribed to department chair duties may also vary with the size of the academic department. Seagren et al. (1994) reported that 56.3% of community college academic departments had 10 full-time faculty or less, 26.7% had 11 to 20 full-time faculty, 9.7% to 21 to 30, 3.2% had 31 to 40, 1.7% had 41to 50, and 2.4% had over 50 full-time faculty.

The three questions asked were, "How many full-time faculty are in your department?" "How many part-time faculty are in your department?" and "How many degree and certificate programs are offered in your department?" Post ex facto examination of the answers provided to each question indicated that the number of full-time faculty served as the best proxy for the overall size of their academic department. Responses to the "degree and certificates" question were unreliable, as chairs apparently interpreted the

question in a variety of ways. For example, while many chairs provided a whole number, a notable number of chairs entered text noting they oversaw no degrees but their courses were part of associate degree curriculums. As this researcher would have expected those chairs to enumerate those particular associate degree curricula, this researcher questioned the usefulness of the se data. In addition, this researcher was concerned about the reliability of the answers to the question regarding number part-time faculty. A considerable number of chair respondents provided ranges, (for example 60-80 and 5-20), estimated, (for example, "approximately 60"), or gave an ambiguous answer (for example, "24+"). Fortunately, responses to the question about full-time faculty were consistently reported and clear in meaning. Since this proxy of department size had been favored by previous researchers, including Seagren et al. (1994), this characteristic variable was retained as the proxy for department size.

Some data cleaning was needed for this question. In one instance, a respondent listed 7-9 full-time faculty; this was coded as 7. In six cases, department chairs gave a fractional answer or indicated that their number included themselves in the count. For these cases, the researcher consulted the department chair's response to the load question, and adjusted or did not adjust the number accordingly. For example, a chair who provided the answer, "Nine with me" was found to be released from teaching 50%, so this answer was coded as 8.5.

Additional Characteristic Question for Chief Academic Officers

As with department chairs, chief academic officers were asked, "Are department chairs elected or selected at your community college?" The theoretical basis for asking this question has been articulated in the previous section. Recall that Vernon (1979) had found

that department chairs selected by administration were perceived to be loyal to and aligned with administration, while department chairs elected by faculty were viewed to be loyal to faculty. A considerable number of responding chief academic officers in Vernon's (1979) study observed that the department chair job was difficult because they were situated in an adversarial position between faculty and administration; this observation was offered for both selected and elected department chairs.

Additional Characteristic Question for ECC Faculty

Faculty at ECC were asked, "Are you a full-time or part-time faculty member at this community college?" As has been noted, part-time faculty are an essential facet of community college organization. In 1998, 62.5% of teaching faculty in public 2-year institutions were part-time faculty (National Center for Educational Statistics, 2004a; National Center for Educational Statistics, 2004b). However, their experiences working in community colleges are notably different than the experiences of full-time faculty (Wallin, 2005). Wallin observed that department chairs interact more frequently with part-time faculty than do their full-time faculty colleagues. The importance part-time faculty place on certain department chair duties may be rather different than the importance placed by full-time faculty.

Dependent Variables

In addition to the independent, characteristic variables just described, this research also acquired a notable number of dependent, predictor variables. Table 7 summarizes these variables.

For participants in both Phase I and Phase II, the characteristic questions served as the independent variables, while the survey items associated with the modified Carroll and

Gmelch (1992) Department Chair Duty scale, the Rizzo et al. (1970) role conflict scale, the Netemeyer et al. (1995) role overload scale, and the Department Chair Relative Time scale served as the dependent variables. The four scales used to collect the dependent variables have been extensively described elsewhere in this document. The SuveyMonkey questionnaires used to collect data from department chairs, chief academic officers, and faculty are given in Appendix B

Of the 218 department chairs who attempted to complete the questionnaire on SurveyMonkey, 11 cases were deleted from the analysis because the chairs had responded to five or fewer of the scale variables. These cases were deemed incomplete and not useful. Another three cases were deleted because the same respondent had submitted two questionnaires. In each case, it appeared that the participant started answering questions and then for some reason exited SurveyMonkey, but returned at a later time and began with a clean copy of the questionnaire and subsequently completed it. Therefore, the cases with the fewer number of items completed were deleted. This brought the total cases of department chairs used in analysis to 204.

Table 7

Summary of Dependent Variables

Survey item	Response metric	Level of measurement	Variable Type	Item Representation on Surveys DC[a]	CAO[a]	FAC[b]
Modified Carroll & Gmelch (1992) Department Chair Duties						
Recruit and select faculty	1 = Very False 2-7 = Very True	Interval	Dependent	x	x	x
Evaluate faculty performance				x	x	x
Maintain conducive work climate, including reducing conflicts				x	x	x
Encourage professional development efforts of faculty				x	x	x
Provide informal faculty leadership				x	x	x
Develop and initiate long-range departmental goals				x	x	x
Plan and conduct department meetings				x	x	x
Solicit ideas to improve the department				x	x	x
Assign teaching and other related duties to faculty				x	x	x
Inform faculty of department and college concerns				x	x	x
Plan and evaluate curriculum development				x	x	x
Coordinate departmental activities with constituents				x	x	x

(table continues)

Table 7 (*continued*)

Survey item	Response metric	Level of measurement	Variable Type	Item Representation on Surveys DC[a]	CAO[a]	FAC[b]
Modified Carroll & Gmelch (1992) Department Chair Duties (*continued*)						
Represent department to administration				x	x	x
				x	x	x
Represent the department at professional meetings				x	x	x
				x	x	x
Participate in college committee work						
Obtain and manage external funds (grants, contracts)						
Manage departmental resources (finances, facilities, equipment)				x	x	x
Teach and advise students				x	x	x
Manage non-academic staff				x	x	x
Assure the maintenance of accurate departmental records				x	x	x
Prepare and propose budgets				x	x	x
Department Chair Relative Time Scale items						
Recruit and select faculty	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree	Interval	Dependent	x		
Evaluate faculty performance				x		
Maintain conducive work climate, including reducing conflicts				x		

(table continues)

Table 7 (*continued*)

Survey item	Response metric	Level of measurement	Variable Type	Item Representation on Surveys DC[a]	CAO[a]	FAC[b]
Department Chair Relative Time Scale items (*continued*)						
Encourage professional development efforts of faculty				x		
Provide informal faculty leadership				x		
Develop and initiate long-range departmental goals				x		
Plan and conduct department meetings				x		
Solicit ideas to improve the department				x		
Assign teaching and other related duties to faculty				x		
Inform faculty of department and college concerns				x		
Plan and evaluate curriculum development				x		
Coordinate departmental activities with constituents				x		
Represent department to administration				x		
Represent the department at professional meetings				x		
Participate in college committee work				x		
Obtain and manage external funds (grants, contracts)				x		

(table continues)

Table 7 (*continued*)

Survey item	Response metric	Level of measurement	Variable Type	Item Representation on Surveys DC[a]	CAO[a]	FAC[b]
Department Chair Relative Time Scale items (*continued*)						
Manage departmental resources (finances, facilities, equipment)				x		
Teach and advise students				x		
Manage non-academic staff				x		
Assure the maintenance of accurate departmental records				x		
Prepare and propose budgets				x		
Summative Item for Department Chair Relative Time Scale						
Overall, in a typical semester, I feel that I have more duties to perform than time in which to perform them.	1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree	Interval	Dependent	x		
Rizzo, House, & Lirtzman (1970) Role Conflict Scale						
I receive incompatible requests from two or more people.	1 = Very False 2-7 = Very True	Interval	Dependent	x		
I receive an assignment without the manpower to complete it.				x		

(table continues)

Table 7 (*continued*)

Survey item	Response metric	Level of measurement	Variable Type	Item Representation on Surveys DC[a]	CAO[a]	FAC[b]
Rizzo, House, & Lirtzman (1970) Role Conflict Scale (*continued*)						
I have to buck a rule or policy in order to carry out an assignment.				x		
I work with two or more groups who operate quite differently.				x		
I have to do things that should be done differently.				x		
I do things that are apt to be accepted by one person and not accepted by others.				x		
I receive an assignment without adequate resources and materials to execute it.				x		
I work on unnecessary things.				x		
Netemeyer, Burton & Johnston (1995) Role Overload Scale						
I have more obligations than I can handle during the time that is available.	1 = Very False 2-7 = Very True	Interval	Dependent	x		
I do not have enough time to complete my work.				x		
I find to do my job correctly I must work too many hours.				x		

Note. [a]Phase I participants. [b]Phase II participants.

Of the 25 chief academic officers who attempted to complete the questionnaire on SurveyMonkey, one case was deleted from the analysis. The respondent had not provided answers to any of the scale items, so the case was deemed incomplete. This brought the total cases of chief academic officers used in the analysis to 24.

Of the 177 ECC faculty who attempted to complete the questionnaire on SurveyMonkey, three were deleted because no responses to any items were provided. Another six were deleted because answers were not provided for any of the scale item questions. Another four were deleted because an academic department was not provided, or the department provided was not one of the nine academic departments at ECC. This brought the total cases of faculty at ECC to 164: 94 full-time faculty and 70 part-time faculty.

Validity and Reliability of the Survey Instruments

Department chair, chief academic officer, and faculty participants responded to a modified version of the Carroll and Gmelch (1992) Department Chair Duty questionnaire. Department chair participants also responded to three other scales: the Rizzo et al. (1970) RC scale, the Netemeyer et al. (1995) RO scale, and the original DCRTS scale. The validity and reliability of each of these instruments is considered separately.

Carroll and Gmelch's (1992) Modified Instrument

There are important differences between the Carroll and Gmelch (1992, 1994) research and the present research. Carroll and Gmelch studied department chairs at Research I and II, and Doctorate Granting I and II institutions. Similarly, Ferst (2002) used Carroll and Gmelch's survey at a public Research I institution. In contrast, this study's

sample was department chairs at public community colleges. Given this considerable difference in target population, determining the internal validity and reliability of the instrument was important.

In order to establish content validity of the modified Carroll and Gmelch (1992) questionnaire, a panel of experts reviewed the 21 duties via email. The experts were asked to respond to three questions (DeVellis, 2003): first, whether they believed that the 21 duties were duties that community college department chairs typically performed; second, whether they believed that the duties were presented clearly and concisely; and third, whether any typical community college department chair duties were missing. The panel affirmed the scope and clarity of the 21 duties. The panelists volunteered other observations, and a number these other suggestions were considered and adopted. For example, one panelist suggested collecting characteristic data regarding length of service in position and chair load; these were later added to the final questionnaires. In addition, previous choices about including part-time faculty and creating 7-point Likert scales on the modified Carroll and Gmelch (1992) questionnaire, were praised by the panel.

To establish construct validity of the modified Carroll and Gmelch (1992) questionnaire, the analysis procedures of the Carroll and Gmelch (1992) study were followed exactly in order to generate role factors. Participating department chairs were asked to rate in importance on a 7-point Likert scale each of the 21 chair duty items. Specifically, principal components analysis was used to determine factors. Eigenvalues were calculated and the scree plot viewed to determine how many factors should be retained. Resultant orthogonal factors were rotated using Varimax criterion, and items with a factor loading of ±.40 or greater were included in the factor description, and five factors

were determined. In addition, computation of Cronbach's alpha permitted the researcher to demonstrate the acceptable internal consistency, that is, the extent to which item responses obtained correlate with each other. Cronbach's alpha for the items in first factor was 0.857, 0.807 for the second factor, 0.805 for the third factor, and 0.616 for the fourth factor. As the fourth factor comprises only three items, the lower alpha value is attributed to this reality. The fifth factor comprises only one item, and Cronbach's alpha was not computed. Given these results, the reliability of the factors determined using the modified Carroll and Gmelch (1992) scale on community college department chair was established.

Rizzo, House, and Lirtzman's (1970) Role Conflict Scale

Rizzo et al. (1970) developed a questionnaire to measure role conflict (RC) in complex organizations. The original validation of their instrument was described in Rizzo et al. (1970). As previously noted, 190 participants who were managerial, technical, and clerical personnel at an unnamed organization responded to 30 role items by indicating on a 7-point Likert scale the degree to which the condition existed for them. The responses were factor analyzed and rotated using a varimax criterion. Two factors that accounted for 56% of the common variance were determined; the first factor was named role conflict. To create the RC scale, Rizzo et al. (1970) selected the role conflict factor items that had a loading of 0.30 or higher that did not also load highly an accompanying role ambiguity factor. Then, these items were subjected to Kuder-Richardson internal consistency reliabilities with Spearman-Brown corrections in order to determine items that contributed to the reliability of the final role conflict item set. The result was an 8-item role conflict scale. Rizzo et al. (1970) concluded that the results showed that role conflict as a distinct dimension.

Van Sell et al. (1981) found that 85% of research on role conflict used this Rizzo et al. (1970) RC scale to study role conflict. As the construct of role conflict has been developed extensively in this document, and since this study purports to determine whether role conflict exists in the Illinois public community college department job, this researcher believes that the previously validated Rizzo et al. (1970) RC scale is appropriately used in this study. In addition, the found Cronbach's alpha of 0.889 for the items on this scale in the present research demonstrates the reliability of the results for community college department chair respondents.

Role Overload Scale

A three-item scale to measure role overload was developed by Netemeyer et al. (1995) by surveying 181 members of a field sales force at a major consumer goods firm. A single factor named role overload was consequently identified. Confirmatory factor analysis was performed to validate this three item scale. Although no fit statistics could be yielded because the scale had three items and was therefore perfectly identified, the three t-values for the items were all significant ($p < 0.01$) and ranged from 9.38 to 11.26. The correlations between the three role overload items ranged from 0.50 to 0.60, and Cronbach's alpha was 0.79.

The RO scale by Netemeyer et al. (1995), having previously been validated, was given to the community college department chair sample in this study. Role overload has been described extensively in this proposal, and this research considers whether role overload is present in the Illinois public community college department chair job. This researcher believes the RO scale to be an appropriate tool to measure role overload. The found Cronbach's alpha of 0.960 for this scale in the present research demonstrates the

reliability of the results found using this scale for community college department chair respondents.

DCRTS Scale

The DCRTS is an original scale developed by this researcher to specifically examine the department chair duties that may contribute to role overload. The 21 items on this scale are identical to the 21 items on the modified Carroll and Gmelch (1992) chair duty questionnaire. The content validity of these 21 items with respect to their use on the DCRTS was therefore established by the panel of experts when they reviewed the modified Carroll and Gmelch (1992) survey as described previously. In addition, this panel of experts was asked to consider whether the DCRTS rating prompt, "In a typical semester, the amount of time I spend this duty makes it difficult for me to complete all of my other duties," was clear and concise. No feedback was received on this particular point. This original DCRTS scale received additional review for validity in the pretesting phase of the proposed study described in the next section.

Construct validity was established via examination of department chair responses on the DCRTS summary role overload question, "Indicate the degree to which you agree with the following statement: Overall, in a typical semester, I feel that I have more duties to perform than time in which to perform them." The correlation between the department chair responses on the DCRTS summary role overload question and the mean of the department chair responses on the Netemeyer et al. (1995) role overload scale was found to be 0.558. This demonstrates that the responses are highly correlated, and the construct validity of the DCRTS summary role overload question is established.

In addition, Cronbach's alpha was found for the 21 items of the DCRTS when grouped into the five factors determined via principal components analysis. DCRTS items that were associated with the first factor had a Cronbach's alpha of 0.878, those on the second factor 0.800, those on the third 0.770, and those on the fourth 0.781. As noted previously, the fifth factor was a one-item factor and Cronbach's alpha was not computed. These results demonstrate the notable internal consistency of the DCRTS items when grouped by factor.

Pretesting

In Phase I of the research, SurveyMonkey questionnaires were completed by the sample of community college department chairs and chief academic officers in the state of Illinois. In Phase II, SurveyMonkey questionnaires were completed by the population of full-time and part-time faculty at Exploratory Community College (ECC). Note that ECC department chairs and its chief academic officer completed questionnaires as part of Phase I. The pretesting methods of Dillman (2000) were adopted and slightly modified in order to pretest the proposed questionnaire design.

Dilllman (2000) suggests four stages of pretesting. In the first stage, he suggests that the questionnaire be reviewed by knowledgeable colleagues and analysts. Accordingly, two professional research data analysts with "diverse expertise" (Dillman, p. 141) known to the researcher reviewed all three questionnaires with respect to their substantive content. An additional individual who coordinates social science research also reviewed the questionnaires. Minor changes in presentation were made based on this feedback.

In the second stage, Dillman suggests employing interviews to evaluate cognitive and motivational qualities. These reviewers are to evaluate the questionnaires on matters

such as word clarity, interpretation of questions, and readability and answerability. In the present research, Dillman's retrospective interviewing was adopted. Three individuals with great familiarity with Illinois public community colleges but who are not department chairs, chief academic officers, or faculty each responded to one of the SurveyMonkey questionnaires in this researcher's presence but as if they were filling it out alone. The researcher observed how the web-based survey was completed, and then conducted a follow-up interview. Fowler (2002) suggested asking the participant whether the survey instructions were clear, whether the survey questions were clear, and whether there were problems understanding or providing the desired types of answers were adopted. It was clearly observed that these testers were confused by the wording in one important characteristic question, and that question was reworded before the next stage of pre-testing. Other minor changes in grammar and presentation were also made.

Dillman's (2000) third stage is a small pilot study. The pilot study differs from the previous stages because instead of improving the questionnaire, the motivation is to emulate the procedures proposed for the study. Using the procedures described in the Data Collection section, four individuals who were but who no longer serve as Illinois public community college department chairs, five individuals who were but who no longer serve as Illinois community college faculty, and one individual who was but who no longer serves as an Illinois public community college chief academic officer completed the survey. Response rates and patterns were observed and alerted the researcher to possible technical difficulties in receiving and responding to the SurveyMonkey questionnaires.

In the final stage of pre-testing, Dillman suggests asking a few people who have nothing to do with the study to complete the questionnaire. This affords the opportunity to

detect obvious mistakes that those connected with the study no longer see. Accordingly, three individuals were asked to review the questionnaires and no suggestions for improvement were suggested.

Data Collection

Pre-Contacting the Sample

Research indicates that contacting participants before distributing a questionnaire increases the rate of response (Gall, Borg, & Gall, 1996). Dillman (2000) states a pre-notice email takes on even greater importance for electronic surveys because it is very easy to delete an email after reading just a small portion of it. To increase the likelihood of participation, an initial email was sent to the statewide sample of department chairs and chief academic officers on November 9, 2006, and to ECC faculty on November 10, 2006. The SurveyMonkey email function was used to distribute the pre-notice to the department chairs and chief academic officers, while standard email was used to contact the full and part-time faculty at ECC. The pre-contact briefly introduced the researcher, summarized the purpose of the research, noted the questionnaire would be web-based, and provided the projected date of the questionnaire distribution.

Cover and Consent Letters

As the usefulness of data collected via a questionnaire is positively aligned with a high return rate, a well-designed and influential cover letter is essential (Gall et al., 1996). Dillman's (2000) Tailored Design Method was adopted. Dillman's approach was modified by this researcher to take advantage of the Tailored Design Method while also benefiting from the functionality of SurveyMonkey. Specifically, SurveyMonkey was used to send an email based cover letter on November 13, 2006, to all department chair and chief academic

officer participants; this cover letter in turn directed the participants to the consent letter which doubled as the first page of the web-based questionnaire. Slightly different versions of the cover letters were distributed to the ECC department chairs and chief academic officer. Slightly different versions of the consent letters for the ECC department chairs and chief academic officer appeared as the first page of the SurveyMonkey questionnaire. ECC faculty received their cover letter via conventional email on November 14, 2006. This email provided a link to the web-based questionnaire, the first page of which served as the consent letter. All letters contained links to the Bureau of Educational Research's in the College of Education at the University of Illinois at Urbana-Champaign research approval.

Because of particular concerns regarding confidentiality of participants, different cover and consent letters were prepared for different populations in the research as outlined in the previous paragraph. As this researcher had enhanced access to ECC participants, special precautions were taken to ensure confidentiality of responses. For example, ECC faculty were contacted by conventional email rather than using SurveyMonkey generated email. As SurveyMonkey had the capacity to track respondents by email addresses, although not connect the tracking to individual survey responses, bypassing the SurveyMonkey email function in favor of providing a non-trackable hyperlink to the department chair questionnaire within conventional email provided an extra safeguard for the confidentiality of information provided by this population.

Web-Based Questionnaire

The web-based product SurveyMonkey was used to construct and deliver the questionnaires for this research, and Dillman's (2000) principles of constructing and delivering Internet surveys was followed. The Rizzo et al. (1970) role conflict scale and the

Netemeyer et al. (1995) role overload scale were reconstituted for the web-based questionnaire format. The modified Carroll and Gmelch (1992) questionnaire and the Department Chair Relative Time scale were constructed using principles of good web-based questionnaire design. The advantages of web-based surveying are potential for high speed of returns, low unit cost of data collection, and ease of asking a series of similar sounding questions (Fowler, 2002).

Dillman (2000) warns that one must consider the population for whom a web-based survey in intended, as not all members of society have access to the Internet or have computer literacy. However, Dillman specifically identifies university academic personnel as a group that has almost universal Internet access and appropriate computer literacy, and therefore able to receive and respond to web-based surveys in proportion with more traditional survey distribution and collection methods. Green's (2006) survey of computing in American higher education indicates that Dillman's (2000) assertion pertains to public community college faculty. When senior academic computer administrators were asked to indicate on a 5-point Likert scale how well prepared faculty are to use Internet and Web resources, the average for public 2-year colleges was 3.7. The average across all sectors of higher education was also 3.7. Further evidence is provided by the percentage of community college faculty who own desktop computers: 77.0% of 2-year public college while the average across all sectors of higher education is 69.5% (Green, 2006).

Following Dillman's (2000) approach, the research questionnaire was sent as a hyperlink in the email cover letter. The SurveyMonkey design technology was employed to create a questionnaire that was consistent in format, easy to navigate, used muted colors, and minimized variations on how the questionnaire appears on different computer monitors

as per Dillman's (2000) suggestions. Reproductions of each page of the department chair, chief academic officer, and ECC faculty questionnaires are given in Appendix B. Note that the consent letters for the statewide samples of department chairs and chief academic officers are given in the respective reproductions.

SurveyMonkey received the completed web-based surveys and kept track of respondents. SurveyMonkey.com assures that materials provided in order to construct a survey are held in confidence and that information collected via their services is considered private and confidential. Provisions for the physical security of the SurveyMonkey server, as well as network, hardware, and software security are documented at their website (SurveyMonkey, 2006). In addition, this researcher purchased an encryption service from SurveyMonkey to further assure security of the data and confidentiality of the respondents. Details of the encryption service are also provided at SurveyMonkey's website at: http://www.surveymonkey.com.

Following Up With Non-Respondents

As noted, SurveyMonkey was used to monitor participation of the statewide department chair and chief academic officer populations. SurveyMonkey keeps track of respondents by email addresses, but the email address cannot be linked to individual survey responses. Using the SurveyMonkey email function, on November 20, 2006, a new, third contact email was sent to those who had not yet responded. Dillman (2000) suggests this as a way of jogging the participants' memories and rearranging their priorities. A similar prompt was sent to ECC faculty by conventional email on November 21, 2006.

A third contact, a physical hard-copy postcard, was sent via U.S. Mail to department chair and chief academic officer non-respondents at their community college

mailing addresses on December 11, 2006. The text on the postcard was the same for both groups. Because the non-respondents among ECC faculty could not be determined owing to the extra confidentiality measures that had been observed in previous contact steps, the previously approved third contact for ECC faculty was deemed inappropriate by this researcher and not executed.

The third contact had been the last planned contact with non-respondents. However, the statewide department chair response rate was below the rate desired. A fourth and final contact was approved by the Bureau of Educational Research in the College of Education at the University of Illinois at Urbana-Champaign, and sent via the SurveyMonkey email function to department chair and chief academic officer non-respondents on January 20, 2007. During the approval process, a revised third contact for ECC faculty was also approved, and delivered via conventional email to ECC faculty on January 21, 2007.

Descriptive Data on the Samples

The department chair sample for this survey consisted of all community college administrators who led an academic unit, mostly likely comprising multiple disciplines, and served as primary representative of that unit to internal and external entities. A total of 340 department chairs from 41 Illinois public community colleges met this definition and were contacted to participate in this study. Of these, 218 submitted a questionnaire, but after data cleaning, only 204 of these cases were retained for. This gave a response rate of 60.0%.

Department chairs were asked to select the academic discipline that described their academic training and/or the area they taught at the community college. Of the 215 chairs

who responded, 202 selected a discipline and these disciplines were categorized into the six modified Biglan categories: hard-applied (n = 24), hard-pure (n = 43), soft-applied (n = 40), soft-pure (n = 41), trades (n = 43), and developmental (n = 1). The chairs were also asked to provide the name of the academic department they chaired, and 204 provided a response. The respondents' departments were categorized into seven modified Biglan categories: hard-applied (n = 10), hard-pure (n = 35), soft-applied (n = 20), soft-pure (n = 38), trades (n = 48), developmental (n = 0), and mixed (n = 53).

Number of full-time faculty in a department was used as a proxy for department size. Of 204 chairs responding to the open-ended question, "How many full-time faculty are in your department?" 47 chaired a department of 5 or fewer full-time faculty, 50 chaired departments of 6 to 10 full-time faculty, 74 chaired departments of 11-20 full-time faculty, and 33 chairs led departments of 21 or more faculty.

Participating department chairs had a range of experience serving as a department chair at their institution. Of 204 chairs responding to the open-ended question about length of service as a chair, 42 served as chair for less than 2 years, 82 served 2 to 5 years, 42 served 5.5 to 8 years, and 38 had been chair for more than 8 years.

Department chairs may be elected by faculty or selected by administration. For the 170 department chairs for which election or selection could be determined from the collected data using a closed-ended item, 71 designated that they had been elected to their posts while 99 had been selected by upper administration.

Of the sample of 204 department chairs, 172 indicated that they had served as full-time faculty before becoming department chairs. Of those responding to the open-ended response question regarding how long they had served as full-time faculty, 44 had served

three years or fewer, 42 had served 3.5-6 years, 43 had served 6.5-12 years, and 43 had been full-time faculty for 13 or more years.

Finally, 188 department chairs indicated how much release time they received for being a department chair. Two received no release time at all. Of the remaining 186: 25% chair load, 75% faculty load (n = 51), 50% chair load, 50% faculty load (n = 64), 75% chair load, 25% faculty load (n = 19), 100% chair load (n = 52).

The chief academic officer (CAO) sample was drawn from the entire population of CAOs in Illinois public community colleges. CAO was defined as the highest executive leader on campus to whom all persons involved with academic affairs are responsible and to whom department chairs almost always report. A total of 41 individuals met this definition and were contacted to participate in the study. Of these, 25 submitted a questionnaire, but one contained no data. Therefore, 24 responses were considered, yielding a response rate of 58.5%, and all 24 cases were retained for analysis. None of the other characteristic variables collected from the chief academic officers was needed for the present study.

Finally, for ECC, of 167 full-time teaching faculty, 94 participated in the study, yielding a response rate of 56.3%. Of the 431 individuals classified as part-time faculty by ECC, 70 participated in the study, giving a response rate of 16.2%. Of the nine department chairs, eight participated, giving a response rate of 88.9%. The CAO also participated in the research. All 94 full-time faculty participants were categorized into three terms of service: four years or less (n = 31), 4.5 to 8 years (33%), and 9 years or more (34%). Similarly, all 70 part-time faculty participants were categorized into three terms of service: two years or less (n = 27), 2.5 to 5.5 years (n = 21), and 6 years or more (n = 22).

Data Analysis

The Statistical Package for the Social Sciences (SPSS) Version 15.0 was used for all analyses of data. Data were imported into SPSS from SurveyMonkey. All tests of statistical significance were conducted at an alpha level of 0.05, considered a reasonable level of accuracy for research in the social sciences (Agresti & Finlay, 1997).

The data analysis plan reflects the two major phases of this research. In Phase I, the first major effort was to determine community college department chair role factors. It was also determined whether the preferred department chair role factor varied by academic discipline, departmental disciplinary composition, size of department, length of service as chair, whether the chair was elected by faculty or selected by administration, number of years served as a full-time faculty member prior to becoming department chair, and teaching load. The second major effort of Phase I was to determine the extent to which role conflict existed for the status of Illinois public community college department chair. Phase II comprised an exploratory study. The Phase II data analysis plan compared the importance on the department chair role factors determined in Phase I by full-time faculty, part-time faculty, department chairs, and the chief academic officer at one Illinois public community college. Whether these ratings of importance vary by departmental disciplinary composition and length of service as an employee at this institution was also explored. This section is organized around the research questions.

Phase I: Research Question 1

Research Question 1: What level of importance do Illinois public community college department chairs attribute to 21 duties performed by department chairs?

These data were collected using the modified Carroll and Gmelch (1992) Department Chair Duty Scale. The mean rating of importance for each of the 21 duties as reported by the sample of Illinois public community college department chairs was computed and reported in rank order. Responses to opened ended questions asking for duties that department chairs perform that did not appear on the 21-time list were read twice and regularities in the responses suggested several coding categories. These coding categories were assigned to as many of the opened ended responses as possible, and the coding categories were modified to better represent the data and include more of the data upon additional readings. Ultimately, seven duty categories emerged that described no fewer than eight of the datum that were not already described by one of the 21 modified Carroll and Gmelch (1992) duties. This approach to coding qualitative data is described by Bogdan and Biklen (2003).

Phase I: Research Question 2

Research Question 2: Based on the importance attributed to these 21 duties and using principal components analysis, what factors determine department chair roles for Illinois public community college department chairs?

The analysis procedures of the Carroll and Gmelch (1992) study were followed exactly. Principal components analysis was used to determine factors using the ratings of duty importance as reported by the sample of Illinois public community college department chairs. Eigenvalues were calculated and the scree plot viewed to determine how many factors should be retained. The resultant orthogonal factors were rotated using Varimax criterion, and items with a factor loading of ±0.40 or greater were included in the factor description. The resultant factors were considered the roles that Illinois public community college department chairs perform, and this researcher borrowed from the Carroll and

Gmelch (1992) terminology to name these role factors according to the duties that comprised each factor. Cronbach's alpha coefficient was also computed for each of the generated role factors.

Phase I: Research Question 3

Research Question 3: Do the community college department chair role factors vary by the department chair's (a) academic discipline, (b) department disciplinary composition, (c) size of department, (d) length of service as chair, (e) whether the chair was elected by faculty or selected by administration, (f) number of years served as a full-time faculty member before becoming chair, or (g) their teaching load while serving as department chair.

Analysis of demographic items (a), (b), (c), (d), (f), and (g) were similar. For (a), the academic disciplines were aligned with one of the six Biglan-like categories, and for (b), free responses were assigned to one of the seven Biglan-like categories described previously. For (c), (d), and (f),free responses to these characteristic items were categorized into ranges of department sizes, lengths of service as chairs, and lengths of service as a full-time faculty, respectively. Then, for each newly determined role factor, one-way ANOVAs were performed to look for mean differences across levels of each these characteristic variables. Tukey post hoc tests were performed to determine which levels of the demographic variable were statistically different from each other. Analysis for characteristic item (e) was different, as only two levels of response were possible. Accordingly, an independent groups *t*-test was performed to determine whether statistically significant differences exist between elected and selected chairs on each role factor.

Phase I: Research Question 4

Research Question 4: What level of importance do Illinois public community college chief academic officers attribute to 21 duties performed by department chairs?

These data were collected using the modified Carroll and Gmelch (1992) Department Chair Duty Scale. The mean rating of importance for each of the 21 duties as reported by the sample of Illinois public community college chief academic officers was computed and reported in rank order. Responses to opened ended questions asking for duties that department chairs perform that did not appear on the 21-time list were read twice and regularities in the responses suggested several coding categories. These coding categories were assigned to as many of the opened ended responses as possible, and the coding categories were modified to better represent the data and include more of the data upon additional readings. Ultimately, three duty categories emerged that described no fewer than two of the datum that were not already described by one of the 21 modified Carroll and Gmelch (1992) duties. This approach to coding qualitative data is described by Bogdan and Biklen (2003).

Phase I: Research Question 5

Research Question 5: Does role conflict exist for the status of Illinois public community college department chair?

Research Question 5(a): Does role conflict exist for the status of Illinois public community college department chair as measured by a difference in department chair and chief academic officer ratings of importance on role factors using the modified Carroll and Gmelch (1992) Department Chair Duty Scale?

A composite mean for department chair responses on the duties associated with each role factor determined in Research Question 2 was calculated. The same was done for the chief academic officer responses. The department chair and chief academic officer responses were matched by school. Then, a paired-samples *t*-test was performed in order to determine if chief academic officers and department chairs assign the same importance to

each role factor. Statistically significant differences in department chair and chief academic officer ratings were interpreted as role conflict.

Research Question 5(b): Does role conflict exist for the status of Illinois public community college department chair as measured by the Role Conflict Scale developed by House et al. (1970)?

This measurement of role conflict used the Rizzo et al. (1970) Role Conflict Scale. First, the department chair mean was be computed by averaging the ratings across all seven items on the 7-point Likert scale. The average role conflict ratings were computed for department chairs in subgroups by academic discipline, department disciplinary composition, size of department, length of service as department chair, whether the chair was elected or selected, number of years served as a full-time faculty member before becoming chair, and their teaching load while serving as department chair. One-way ANOVAs and paired-samples *t*-tests were performed as appropriate in order to determine whether statistically significance differences in degree of role conflict existed in each subgroup.

Research Question 5(c): Does role overload exist for the status of Illinois public community college department chair as measured by Netemeyer, Burton, and Johnston's (1995) Role Overload Scale?

This measurement uses the Netemeyer et al. (1995) Role Overload scale. First, the department chair mean was computed by averaging the ratings across all three items on a 7-point Likert scale. The average role overload ratings were also computed for department chairs in subgroups by academic discipline, department disciplinary composition, size of department, length of service as department chair, whether the chair was elected or selected, number of years served as a full-time faculty member before becoming chair, and their teaching load while serving as department chair. One-way ANOVAs and paired-

samples *t*-tests were performed as appropriate in order to determine whether statistically significance differences in degree of role overload existed in each subgroup.

Research Question 5(d): Does role overload exist for the status of Illinois public community college department chair as measured by the Department Chair Relative Time Scale?

This measurement uses Department Chair Relative Time Scale developed by this researcher. First, the time on duty means for each duty was computed and ranked from highest to lowest. High means were interpreted as the duty taking department chairs away from completing other duties to complete that one. Next, the average time on duty means were computed for department chairs in subgroups by academic discipline, department disciplinary composition, size of department, length of service as department chair, whether the chair was elected or selected, number of years served as a full-time faculty member before becoming chair, and their teaching load while serving as department chair. One-way ANOVAs and paired-samples *t*-tests were performed as appropriate in order to determine whether statistically significant differences in time on duty existed in each subgroup.

Research Question 5(e): Does role overload exist for the status of Illinois public community college department chair as measured by the summative measure on the Department Chair Relative Time Scale?

This measurement used one specific question on the Department Chair Relative Time Scale developed for this study. The mean response from all department chairs on the summary role overload question was computed. The average role overload ratings were also reported for department chairs in subgroups by academic discipline, department disciplinary composition, size of department, length of service as department chair, whether the chair was elected or selected, number of years served as a full-time faculty

member before becoming chair, and their teaching load while serving as department chair. One-way ANOVAs and paired-samples *t*-tests were performed as appropriate in order to determine whether statistically significant differences in degree of role overload existed in each subgroup.

Research Question 5(f): Does role conflict exist for the status of Illinois public community college department chair as observed in the relationship of department chair responses on the modified Carroll and Gmelch (1992) Department Chair Duty Scale and the Department Chair Relative Time Scale?

This measure of role conflict combines elements from both the modified Carroll and Gmelch (1992) Department Chair Duty Scale and the Department Chair Relative Time Scale developed by this researcher for this study. First, department chairs were assigned to one or more of the determined role factors based on which role factor they had rated the highest in importance. Since ties were possible, chairs could belong to two or more groups. For each group of department chairs, the mean rating on the DCRTS for all items in that role factor was computed. The mean rating on the DCRTS for all items in that role factor was also computed for all of the chairs for whom the role factor was not their highest. These DCRTS ratings were compared via paired-samples *t*-tests.

Phase II: Research Question 6 (Exploratory Study)

Research Question 5(g): Do department chairs attribute different importance to the department chair role factors when compared to full-time faculty, part-time faculty, and the chief academic officer at one Illinois public community college?

These data were collected using the modified Carroll and Gmelch (1992) Department Chair Duty Scale. A composite mean for full-time faculty responses on the duties associated with each role factor determined in Research question 2 were calculated.

The same procedure was followed for part-time faculty, department chairs, and the chief academic officer. Then, a series of paired-samples *t*-tests were employed in order to determine if department chairs and full-time faculty assigned the same importance to each determined role factor. The results of the paired-samples *t*-tests were interpreted in order to determine whether department chairs and full-time faculty ascribe the same levels of importance to the determined role factors. The same analysis procedure was followed between department chair responses and part-time faculty, and department chair responses and the chief academic officer.

Phase II: Research Question 7 (Exploratory Study)

Research Question 5(h): Is there a relationship between the ratings of importance for each department chair role factor and (a) department disciplinary composition or (b) length of service at one Illinois public community college?

Eight of the nine academic department chairs at ECC participated in this research. Composite means from full-time faculty, part-time faculty, and department chairs for these eight academic departments on responses on the duties associated with each role factor determined in Research Question 2 were calculated. One way ANOVAs with Tukey post hoc test were performed to determine whether statistically significant differences exist on role factors based on departmental disciplinary composition. An identical procedure was performed for length of service. Responses to opened ended questions asking for duties that department chairs perform that did not appear on the 21-time list were read twice and regularities in the responses suggested several coding categories. These coding categories were assigned to as many of the opened ended responses as possible, and the coding categories were modified to better represent the data and include more of the data upon additional readings. Ultimately, five duty categories emerged that described no fewer than

six of the datum that were not already described by one of the 21 modified Carroll and Gmelch (1992) duties. This approach to coding qualitative data is described by Bogdan and Biklen (2003).

CHAPTER FOUR

FINDINGS AND DISCUSSION

This research had two purposes: to determine department chair role factors and to determine whether role conflict exists for the status of Illinois public community college department chair. In Phase I, role factors were determined using data from a statewide sample of Illinois public community college department chairs. Role conflict was measured using data provided by these chairs and by a statewide sample of Illinois public community college chief academic officers. In Phase II, an exploratory study, a single Illinois public community college was selected in order to measure conflict not only between department chairs and their chief academic officer, but also between faculty and the department chairs.

This chapter is organized in two major sections, one for each phase of the research. Phase I is presented in seven sections: (a) findings related to research question one that determined the level of importance department chairs ascribed to 21 department chair duties; (b) findings related to research question two that determined department chair role factors; (c) findings related to research question three that determined whether these role factors varied by a variety of department chair demographic variables; (d) findings related to research question four that determined the level of importance chief academic officers ascribed to 21 department chair duties; (e) findings related to research question five that measured department chair role conflict through a variety of means; and (f) a summary of Phase I research. Phase II is presented in four sections: (a) findings related to research question six that determined whether department chairs ascribed difference in importance to the department chair role factors than did full-time faculty, part-time faculty, and the chief academic officers at Exploratory Community College (ECC); (b) findings related to

research question seven that determined whether department disciplinary composition and length of service impacted the importance placed on department chair role factors at ECC; and (c) a summary of Phase II research.

Phase I Research Questions

Research Question 1

Research question one asked Illinois public community college department chairs about the level of importance they placed on 21 department chair duties. Respondents rated each duty on a 7-point Likert scale, with a rating of 7 indicating high importance and a rating of 1 indicating low importance. Of 204 valid chair respondents, 188 rated all 21 duties. Table 8 presents the mean ratings of importance on each duty.

Table 8

Department Chair Mean Ratings of Importance on Department Chair Duties

Department chair duty	*M*	*SD*
Recruit and select faculty	6.45	1.13
Represent department to administration	6.44	0.91
Evaluate faculty performance	6.07	1.20
Maintain conducive work climate, including reducing conflicts	6.07	1.21
Develop and initiate long-range departmental goals	6.00	1.20
Inform faculty of department and college concerns	5.94	1.07
Solicit ideas to improve the department	5.82	1.13
Plan and evaluate curriculum development	5.72	1.25
Assign teaching and other related duties to faculty	5.70	1.57

(table continues)

Table 8 (*continued*)

Department chair duty	*M*	*SD*
Provide informal faculty leadership	5.69	1.30
Teach and advise students	5.60	1.90
Plan and conduct department meetings	5.50	1.48
Assure the maintenance of accurate departmental records	5.49	1.39
Manage departmental resources (finances, facilities, equipment)	5.48	1.67
Prepare and propose budgets	5.43	1.90
Participate in college committee work	5.27	1.40
Represent the department at professional meetings	5.22	1.69
Encourage professional development efforts of faculty	5.16	1.42
Coordinate departmental activities with constituents	5.12	1.48
Manage non-academic staff	4.34	1.89
Obtain and manage external funds (grants, contracts)	3.54	1.89

Note. $n = 188$.

Illinois public community college department chairs' mean ratings of importance on 19 of the 21 duties were greater than 5.0, indicating that they placed considerable importance on the vast majority of the duties. The greatest importance was placed on recruiting and selecting faculty, with a mean rating of 6.45, and representing their department to their college's administration, with a mean rating of 6.44. Three other duties were rated 6.0 or higher: evaluate faculty performance, maintain conducive work climate, including reducing conflicts, and develop and initiate long-range departmental goals. In contrast, these department chairs were neutral about the importance of managing non-academic staff, which had a mean rating of 4.34, and obtaining and managing external funds such as grants and contracts, which had a mean rating of 3.54.

Department chairs were also asked, via an open-ended question, to name duties that department chairs perform that did not appear on the list, and 232 responses were collected. Employing Bogdan and Biklen's (2003) content analysis approach to categorization, seven major activity codes were developed. All responses and the categories into which they were placed are given in Appendix C. These seven major codes, listed in order of number of responses that were associated with an activity code, were:

1. handling student issues,
2. academic assessment,
3. recruiting students and marketing the department,
4. scheduling classes,
5. accreditation and program review,
6. textbook selection process, and
7. resolving conflicts, concerns, and complaints.

Research Question 2

Research question two asked what factors determine department chair roles for Illinois public community college department chairs. First, missing values were replaced with the mean for 17 cases on the mean ratings of importance on department chair duties to increase the number of department chair cases from 188 to 204. Using theses mean ratings of importance employing principal components analysis, five factors were determined. Table 9 reports the eigenvalues and percentage of variance explained across the 21 duties determined from the principal components analysis.

Table 9

Eigenvalues and Percentages of Variance, and Cumulative Percentages for Factors of the 21-Item Department Chair Duty Questionnaire

Factor	Eigenvalue	% of variance	Cumulative %
1	7.05	33.56	33.56
2	1.93	9.19	42.75
3	1.51	7.20	49.95
4	1.27	6.03	55.98
5	1.01	4.82	60.80

As with Carroll and Gmelch's (1992) analysis, eigenvalues having a value greater than one were retained. This yielded five factors, which explained 60.8% of the variance in department chair duties. The orthogonal factors were rotated using Varimax criterion, and items with a factor loading of ±0.40 or greater were considered in the factor description. Table 10 presents the results of the principal components analysis. Note that scale items are not displayed in the order they appeared on the questionnaire, but rather, for ease of understanding and discussion, are grouped by the factors on which they loaded. Also for ease of discussion and clarity, all factor loadings equal to or greater than 0.40 are bolded.

Table 10

Summary of Items and Factor Loadings for Varimax Orthogonal Five-Factor Solution for the Department Chair Importance on Department Chair Duties Questionnaire

	Factor loading					
Item	1	2	3	4	5	Communality
11. Plan and evaluate curriculum development	**0.71**	0.13	0.09	0.16	-0.02	0.55
14. Represent the department at professional meetings	**0.70**	0.26	-0.02	0.11	0.17	0.60

(table continues)

Table 10 (*continued)*

	Item	Factor loading 1	2	3	4	5	Communality
7.	Plan and conduct department meetings	**0.68**	-0.02	0.22	-0.07	0.04	0.52
12.	Coordinate departmental activities with constituents	**0.68**	0.38	0.13	0.14	-0.02	0.64
6.	Develop and initiate long-range departmental goals	**0.66**	0.20	0.23	0.03	-0.23	0.58
8.	Solicit ideas to improve the department	**0.60**	0.05	**0.43**	-0.05	-0.12	0.57
10.	Inform faculty of department and college concerns	**0.59**	0.15	0.30	0.15	0.05	0.49
15.	Participate in college committee work	**0.51**	0.05	0.28	0.01	-0.39	0.50
13.	Represent department to administration	**0.49**	0.35	0.15	0.01	0.14	0.40
20.	Assure the maintenance of accurate departmental records	**0.43**	**0.42**	0.38	0.03	0.26	0.58
17.	Manage departmental resources (finances, facilities, equipment)	0.12	**0.83**	0.13	0.15	-0.04	0.74
21.	Prepare and propose budgets	0.19	**0.79**	-0.06	0.15	-0.16	0.72
19.	Manage non-academic staff	0.06	**0.68**	0.37	-0.01	-0.05	0.61
16.	Obtain and manage external funds (grants, contracts)	0.34	**0.62**	0.11	0.17	-0.07	0.54
3.	Maintain conducive work climate, including reducing conflicts	0.16	0.20	**0.79**	0.20	-0.06	0.73
5.	Provide informal faculty leadership	0.28	0.05	**0.76**	0.10	0.06	0.67
4.	Encourage professional development efforts of faculty	0.35	0.25	**0.65**	0.23	-0.13	0.67
2.	Evaluate faculty performance	0.14	0.10	0.18	**0.84**	-0.13	0.79
1.	Recruit and select faculty	-0.16	0.13	0.10	**0.82**	0.06	0.72
9.	Assign teaching and other related duties to faculty	0.29	0.12	0.07	**0.50**	0.11	0.37
18.	Teach and advise students	0.05	-0.16	-0.01	0.03	**0.87**	0.79

The role *Department Leader* was attributed to the department chair duties that loaded on the first factor, accounting for 33.56% of the variance in department chair duties. The term Department Leader was selected because all seven duties that constituted Carroll and Gmelch's (1992) Leader role are included in this set of nine duties. The additional two duties were part of Carroll and Gmelch's (1992) Faculty Developer role: develop and initiate long-range departmental goals and represent department to administration. These two duties suggest actions related to departmental leadership. Indeed, these nine duties are related to leadership of a unit rather than of individuals; thus, the term Department Leader was selected. Department leaders engage in idea cultivation and development, communication, and interfacing with a variety of constituents. These duties occur within the department, as well as inside and outside the college. Cronbach's alpha for the items in the Department Leader factor is 0.857.

The role *Resource Manager* was attributed to the department chair duties that loaded on the second factor, accounting for 9.19% of the variance in department chair duties. The term Resource Manager was selected because four of the five duties that constituted Carroll and Gmelch's (1992) Manager role are included in this set of five duties. The fifth duty, obtain and manage external funds (grants, contracts) was the only Carroll and Gmelch (1992) Scholar role duty retained in the present study. Taken together, these five duties suggest managerial activities such as supervision of records, creation and management of financial and physical resources, and directing employees involved with managing these activities on a daily basis. Cronbach's alpha for the items in the Resource Manager factor is 0.807.

The role Faculty Leader was attributed to the department chair duties that loaded on the third factor, accounting for 7.20% of the variance in department chair duties. The term Faculty Leader was selected in part because all three duties are contained in Carroll and Gmelch's (1992) Faculty Developer role. Unlike Departmental Leader, which comprises duties associated with guiding an entire academic unit, Faculty Leader includes leadership activities that specifically empower faculty members. The three duties are: maintain conducive work climate, including reducing conflicts; provide informal faculty leadership; and encourage professional development efforts of faculty. Cronbach's alpha for the items in the Faculty Leader factor is 0.805.

The role *Instructional Manager* was attributed to the department chair duties that loaded on the fourth factor, accounting for 6.03% of the variance in department chair duties. Two of the duties constituting Instructional Manager, recruit and select faculty and evaluate faculty performance, were contained in Carroll and Gmelch's (1992) Faculty Developer role, while the third, assign teaching and other related duties to faculty, was contained in Carroll and Gmelch's (1992) Manager role. Indeed, this combination of duties suggests managing faculty activities: the focus is on management of faculty activities rather than leadership. Cronbach's alpha for the items in the Instructional Manager factor is 0.616. The small number of items in the Instructional Manager factor likely contributes to the lower alpha value.

The role *Teacher and Student Adviser* was attributed to the final, one item factor that accounts for 4.82% of the variance in department chair duties. In Carroll and Gmelch's (1992) research, the duty "teach and advise students" did not load strongly on any of their four factors and was excluded from subsequent analyses. While it is unconventional to

have a one-item factor, in the present research, the results of the principal components analysis are compelling to retain this factor. “Teach and advise students” loaded on the fifth factor with a high value of 0.87, and weakly loaded on four other factors. In addition, the eigenvalues and scree plot support retaining five factors. Whereas the other four role factors pertain to leadership and management of employees and their activities, “teach and advise students” deals directly with students. The acts of teaching and advising students are considerably different form the other department chair role factors. For these reasons, Teacher and Student Adviser is retained as the fifth and final factor.

Two duty items loaded on two factors. “Solicit ideas to improve the department” loaded on Factor I, Department Leader, with a value of 0.60 and on Factor III, Faculty Leader, with a value of 0.43. As the 0.60 value was considerably larger than the 0.43, “Solicit ideas to improve the department” was retained on Department Leader. This duty seems appropriately placed with the other departmental leadership items, as chairs might solicit ideas to improve their department from people other than just their faculty. “Assure the maintenance of accurate department records” loaded with a value of 0.43 on Department Leader, and with a value of 0.42 on Factor II, Resource Manager. With such similar factor loading values, it became appropriate to consider the duties associated with each of the department chair role factors in order to make an assignment. As a consequence, “Assure the maintenance of accurate department reports” was retained on Resource Manager because of its similarity with the other supervision and management duties already loaded on this factor.

Research Question 3

The third research question asked whether community college department chair role factors vary by the department chair's (a) academic discipline, (b) department disciplinary composition, (c) size of department, (d) length of service as chair, (e) whether the chair was elected by faculty or selected by administration, (f) number of years served as a full-time faculty member before becoming chair, or (g) teaching load while serving as department chair.

The first characteristic variable studied was the academic discipline that the department chair was trained in or taught at the community college level. These disciplines were classified according to the modified Biglan classification scheme developed for this research. The assignments are given in Table A1 of Appendix A.

One-way ANOVAs were performed to look for mean differences across five modified Biglan classifications: hard-applied, hard-pure, soft-applied, soft-pure, and trades. The modified Biglan classification of developmental was not included in the statistical analysis since there was only one case of a department chair identifying a developmental discipline as the area of their academic training or what they taught at the community college level. Table 11 presents the results of the one-way ANOVA.

Table 11

One-Way ANOVA for Effects of Academic Discipline on Department Chair Role Factor

Department chair role factor	*SS*	*MS*	*F* (4, 196)
Department leader			
Between groups	6.09	1.52	1.94
Within groups	153.89	0.79	

(table continues)

Table 11 (*continued*)

Department chair role factor	*SS*	*MS*	*F* (4, 196)
Resource manager			
Between groups	31.20	7.80	4.88***
Within groups	313.29	1.60	
Faculty leader			
Between groups	4.21	1.05	0.87
Within groups	235.93	1.20	
Instructional manager			
Between groups	4.52	1.13	1.17
Within groups	188.99	0.96	
Teacher and student adviser			
Between groups	12.54	3.13	0.84
Within groups	729.16	3.72	

***$p < 0.001$.

A one-way ANOVA revealed a significant relationship of modified Biglan classifications on Resource Manager, $F(4, 196) = 4.88$, $p = 0.001$. A Tukey post hoc test showed that department chairs trained in soft-pure academic disciplines rated the importance of duties associated with the Resource Manager role factor significantly lower ($M = 4.4$) than did chairs trained in hard-applied ($M = 5.3$), soft-applied ($M = 5.2$), and trades fields ($M = 5.2$). Table 12 displays the Tukey post hoc results for Resource Manager.

Table 12

Tukey Post Hoc Analyses for Academic Discipline on Resource Manager

	Department chair academic discipline									
	Hard-applied		Hard-pure		Soft-applied		Soft-pure		Trades	
Role factor	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Resource	5.3_{a}	1.2	4.5	1.3	5.2_{b}	1.3	$4.4_{a,b,c}$	1.3	5.2_{c}	1.1

manager

Note. Means sharing subscripts are significantly different at $p < 0.05$. For all measures, higher means indicate higher ratings of importance.

The second characteristic variable studied in research question three asked whether there was a difference in importance placed on the community college department chair role factors based on the academic department of the chair. The names of the departments were obtained via an open-ended question, and these names were classified according to the modified Biglan classification scheme developed for this research. A seventh classification, mixed, was created for this analysis to accommodate departments comprising two or more different Biglan classifications. The assignments are given in Table A2 of Appendix A.

One-way ANOVAs were performed on each department chair role factor to examine mean differences across six modified Biglan classifications: hard-applied, hard-pure, soft-applied, soft-pure, trades, and mixed. The modified Biglan classification of developmental was not included in the statistical analysis since there was only one case of a department chair identifying a developmental discipline as the area of their academic training or what they taught at the community college level. Table 13 presents the results of the one-way ANOVA.

Table 13

One-Way ANOVA for Academic Department on Department Chair Role Factor

Department chair role factor	*SS*	*MS*	*F* (5, 198)
Department leader			
Between groups	5.74	1.15	1.45
Within groups	156.28	0.79	
Resource manager			

Between groups	28.37	5.67	3.50**
Within groups	320.69	1.62	
Faculty leader			
Between groups	6.72	1.34	1.13
Within groups	234.86	1.19	
Instructional manager			
Between groups	9.01	1.80	1.91
Within groups	187.01	0.94	
Teacher and student adviser			
Between groups	71.28	14.26	4.19***
Within groups	672.89	3.40	

**$p < 0.01$. ***$p < 0.001$.

The one-way ANOVA revealed a significant difference of modified Biglan classifications on Resource Manager, $F(5, 198) = 3.50$, $p = 0.005$, and Teacher and Student Adviser, $F(5, 198) = 4.19$, $p = 0.001$. A Tukey post hoc test was performed to determine which of the modified Biglan classifications were statistically different from each other. The results are presented in Table 14.

Table 14

Tukey Post Hoc Analyses for Academic Department on Resource Manager and Teacher and Student Adviser

	Department chair academic department											
	Hard-applied		Hard-pure		Soft-applied		Soft-pure		Trades		Mixed	
Role factor	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Resource manager	4.9	1.5	4.5	1.2	5.2	1.0	$4.3_{a,b}$	1.4	5.2_{a}	1.2	5.1_{b}	1.3
Teacher and student adviser	6.6_{a}	1.0	5.6	2.0	6.4_{b}	0.9	6.0_{c}	2.0	5.6	1.6	$4.7_{a,b,c}$	2.2

Note. Means in a row sharing subscripts are significantly different at $p < 0.050$. For all measures, higher means indicate higher ratings of importance.

Department chairs heading departments comprising soft-pure disciplines rated the importance of resource manager duties significantly lower ($M = 4.3$) than chair counterparts in trades ($M = 5.2$) and mixed departments ($M = 5.1$). Chairs leading mixed departments rated teaching and advising students significantly lower ($M = 4.7$) than did chairs in hard-applied ($M = 6.6$), soft-applied ($M = 6.4$), and soft-pure ($M = 6.0$) departments.

The third characteristic variable studied in research question three asked whether there was a difference in importance placed on the community college department chair role factors based on the size of academic department. Number of full-time faculty was used as a proxy for department size. One-way ANOVAs were performed to look for mean differences across four size categories: 5 or fewer, 6 to 10, 11 to 20, and 21 or more full-time faculty.

Table 15

One-Way ANOVA for Department Size on Department Chair Role Factor

Department chair role factor	*SS*	*MS*	*F* (3, 200)
Department Leadership			
Between groups	2.20	0.73	0.92
Within Groups	159.82	0.80	
Resource Manager			
Between groups	11.85	3.95	2.34
Within Groups	337.21	1.69	
Faculty Leader			
Between groups	19.46	6.49	5.84***

Within Groups	222.12	1.11	
Instructional Manager			
Between groups	18.02	6.01	6.75***
Within Groups	177.99	0.89	
Teacher and Student Adviser			
Between groups	155.09	51.70	17.55***
Within Groups	589.08	2.95	

***$p < 0.001$.

One-way ANOVAs revealed a significant difference between department size categories for Faculty Leader, $F(3, 200) = 5.84$, $p = 0.001$, Instructional Manager, $F(3, 200) = 6.75$, $p = 0.000$ and Teacher and Student Adviser, $F(3, 200) = 17.55$, $p = 0.000$. A Tukey post hoc test was performed for each significant role factor to determine which of the department size categories were statistically different from one another. The results are shown in Table 16.

Table 16

Tukey Post Hoc Analyses for Department Size on Faculty Leader, Instructional Manager, and Teacher and Student Adviser

	5 or less		6-10		11-20		20 or more	
Role Factor	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Faculty leader	5.4_{a}	1.2	$5.3_{b,c}$	1.4	$6.0_{a,b}$	0.8	5.9_{c}	0.8
Instructional manager	6.0_{a}	1.0	$5.6_{b,c}$	1.3	$6.3_{a,b}$	0.7	6.4_{c}	0.7
Teacher and student adviser	$6.6_{a,b}$	0.8	5.9_{c}	1.6	$5.4_{a,d}$	2.0	$3.9_{b,c,d}$	2.1

Note. Means in a row sharing subscripts are significantly different at $p < 0.050$. For all measures, higher means indicate higher ratings of importance.

Table 17 presents a noteworthy number of significant differences. Department chairs heading larger departments tended to rate the importance of duties associated with

faculty leaders more highly than did chairs of smaller departments. Chairs leading departments with 11-20 full-time faculty rated Faculty Leader ($M = 6.0$) significantly more important than chairs with 5 or fewer full-time faculty ($M = 5.4$) and chairs with 6-10 full-time faculty ($M = 5.3$). Also, chairs with 21 or more full-time faculty ($M = 5.9$) rated Faculty Leader more important than chairs with 6-10 ($M = 5.3$) faculty. Chairs of bigger departments also rated more highly in importance the duties associated with instructional managers. Chairs leading departments with 11-20 full-time faculty rated Instructional Manager ($M = 6.3$) significantly more important than chairs with 5 or fewer full-time faculty ($M = 6.0$) and chairs with 6-10 full-time faculty ($M = 5.6$). Also, chairs with 21 or more full-time faculty ($M = 6.4$) rated Instructional Manager more important than chairs with 6-10 ($M = 5.6$) faculty. Conversely, chairs of departments with fewer full-time faculty rated more highly the teaching and advising role factor than do chairs of bigger departments. Chairs with 5 or fewer faculty rated Teacher and Student Adviser more highly ($M = 6.6$) than chairs with 11-20 full-time faculty ($M = 5.4$) and 21 or more full-time faculty ($M = 3.9$). Also, chairs with 6-10 full-time faculty rated more highly in importance Teacher and Student Adviser ($M = 5.9$) than chairs with more than 21 full-time faculty ($M = 3.9$). Finally, even chairs leading the somewhat sizeable 11-20 full-time faculty departments rated Teacher and Student Adviser more highly ($M = 5.4$) than did chairs with 21 or more faculty ($M = 3.9$). These results strongly suggest that department size makes a difference to the importance department chairs place on certain duties.

Table 17

One-Way ANOVA for Years of Service as Department Chair on Department Chair Role Factor

Department chair role factor	*SS*	*MS*	*F* (3, 200)

Department Leader			
Between groups	1.61	0.54	0.67
Within groups	160.40	0.80	
Resource Manager			
Between groups	6.63	2.21	1.29
Within groups	342.43	1.71	
Faculty Leader			
Between groups	3.84	1.28	1.08
Within groups	237.74	1.19	
Instructional Manager			
Between groups	0.77	0.26	0.26
Within groups	195.25	0.98	
Teacher and Student Adviser			
Between groups	36.90	12.30	3.48*
Within groups	707.27	3.54	

*$p < 0.05$.

The fourth characteristic variable studied in research question three asked whether there was a difference in importance placed on the community college department chair role factors based on how long the chair had been serving as department chair. One-way ANOVAs were performed to look for mean differences across four categories: less than 2 years, 2 to 5 years, 5.5 to 8 years, and more than 8 years.

The one-way ANOVA revealed a significant relationship of years of service as a department chair on Teacher and Student Adviser, $F(3, 200) = 3.48$, $p = 0.017$. A Tukey post hoc test determined that chairs who had been serving in their position for more than eight years placed significantly more importance on teaching and advising students (M =

6.4) than did chairs who had been serving for less than two years ($M = 5.1$). Table 18 displays the results of the Tukey post hoc test.

Table 18

Tukey Post Hoc Analyses for Number of Years Served as Department Chair on Teacher and Student Adviser

	Less than 2		2-5		5.5-8		Greater than 8	
Role factor	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Teacher and student adviser	5.1_a	2.3	5.5	1.9	5.3	1.9	6.4_a	1.2

Note. Means sharing subscripts are significantly different at $p < 0.050$. For all measures, higher means indicate higher ratings of importance.

The fifth characteristic variable studied in research question three asked whether there was difference in importance placed on the community college department chair role factors based on whether the department chair had been elected by faculty or selected by administration. Independent groups *t*-tests were performed to determine whether statistically significant differences existed between elected and selected chairs on each role factor. The results are displayed in Table 19.

Table 19

Independent Groups t-Test for Elected and Selected Department Chairs on Department Chair Role Factor

	Selected		Elected		
Role factor	*M*	*SD*	*M*	*SD*	*t* (168)
Department leader	5.61	0.93	5.64	0.98	-0.23
Resource manager	4.93	1.25	4.56	1.44	1.81
Faculty leader	5.68	1.05	5.52	1.27	0.86
Instructional manager	6.21	0.72	5.80	1.33	2.59*
Teacher and student adviser	5.65	1.90	6.32	1.38	-2.56*

*$p < 0.05$.

A statistically significant difference in importance was found for two role factors. Selected chairs placed more importance on Instructional Manager duties ($M = 6.21$) than did chairs who were elected ($M = 5.80$), but elected chairs placed more importance on teaching and advising students (elected: $M = 6.32$; selected: $M = 5.65$).

The sixth characteristic variable studied in research question three asked whether there was difference in importance placed on the community college department chair role factors based on how many years the department chair served as a full-time faculty member before becoming a department chair. One-way ANOVAs were performed to detect whether means differed across four categories: 3 years or less, 3.5 to 6 years, 6.5 to 12 years, and 13 years or more. Table 20 presents the results of this analysis.

Table 20

One-Way ANOVA for Years of Service as a Full-time Faculty Member Before Becoming Department Chair on Department Chair Role Factor

Department chair role factor	*SS*	*MS*	*F* (3, 168)
Department Leader			
Between groups	4.64	1.55	1.80
Within groups	144.78	0.86	
Resource Manager			
Between groups	9.95	3.32	1.90
Within groups	293.80	1.75	
Faculty Leader			
Between groups	3.54	1.18	0.92
Within groups	214.68	1.28	
Instructional Manager			
Between groups	2.01	0.67	0.63

Within groups	179.43	1.07	
Teacher and Student Adviser			
Between groups	6.06	2.02	0.66
Within groups	514.05	3.06	

These one-way ANOVAs did not detect statistically significant differences in ratings of importance on the role factors based on how long the department chair had served as a full-time faculty member before becoming chair.

The seventh and final characteristic variable studied in research question three asked whether there were differences in importance placed on the community college department chair role factors based on their chair load. One-way ANOVAs were performed to look for mean differences across four categories: 25% or less chair load, 50% chair load, 75% chair load, and 100% chair load. A fifth category that had appeared on the research instrument, "No release from teaching while serving as a department chair," was not included in the statistical analysis since there were only two cases of department chairs selecting this category. These two cases were merged into the 25% or less category. Table 21 presents the results of the one-way ANOVAs.

Table 21

One-Way ANOVA for Department Chair Load on Department Chair Role Factor

Department chair role factor	*SS*	*MS*	*F* (3, 184)
Departmental leader			
Between groups	7.52	2.51	3.05*
Within groups	150.90	0.82	
Resource manager			
Between groups	36.15	12.05	7.91***

Within groups	280.27	1.52	
Faculty leader			
Between groups	25.84	8.61	7.66***
Within groups	206.84	1.12	
Instructional manager			
Between groups	18.52	6.17	6.65***
Within groups	170.74	0.93	
Teacher and student adviser			
Between groups	295.49	98.50	48.38***
Within groups	374.62	2.04	

*$p < 0.05$. ***$p < 0.001$.

The one-way ANOVAs revealed a significant relationship of chair load on all role factors: Department Leader, $F(3, 184) = 3.05$, $p = 0.030$, Resource Manager, $F(3, 184) = 7.91$, $p = 0.000$, Faculty Leader, $F(3, 184) = 7.66$, $p = 0.000$, Instructional Manager, $F(3,184) = 6.65$, $p = 0.000$ and Teacher and Student Adviser, $F(3, 184) = 48.38$, $p = 0.000$. A Tukey post hoc test was performed to determine which of the chair load categories were statistically different from each other for these role factors. The results are displayed in Table 22.

Table 22

Tukey Post Hoc Analyses for Department Chair Load on Department Leader, Resource Manager, Faculty Leader, Instructional Manager, and Teacher and Student Adviser

	Chair Load							
	25% or less		50%		75%		100%	
Role factor	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Department Leader	5.3	1.1	5.8	0.9	5.8	0.9	5.8	0.7
Resource Manager	$4.2_{a,b}$	1.3	4.9_{a}	1.4	4.7	1.3	5.3_{b}	0.9
Faculty Leader	$5.1_{a,b}$	1.3	5.9_{a}	0.9	5.5	1.5	6.0_{b}	0.7
Instructional	$5.6_{a,b}$	1.2	6.1_{a}	0.9	5.9	1.3	6.4_{b}	0.6

Manager								
Teacher and Student Adviser	6.4_{a}	1.1	6.6_{b}	1.0	5.9_{c}	1.4	$3.7_{a,b,c}$	2.0

Note. Means in a row sharing subscripts are significantly different at $p < 0.050$. For all measures, higher means indicate higher ratings of importance.

Tukey post hoc tests revealed the same pattern of statistically significant differences of importance based on chair load for three of the role factors: Resource Manager, Faculty Leader, and Instructional Manager. In each instance, chairs in these role factors released from teaching 25% of the time or less ascribed lower importance to duties associated with the roles than did chairs who were 50% released or 100% released. Specifically, chairs released 25% from teaching rated the importance of duties associated with the Resource Manger role significantly lower ($M = 4.2$), than did chairs released from teaching 50% ($M = 4.9$) and chairs released 75% ($M = 5.3$). Chairs released 25% from teaching rated the importance of duties associated with the Faculty Leader role significantly lower ($M = 5.1$), than did chairs released from teaching 50% ($M = 5.9$) and chairs released 75% ($M = 6.0$). Chairs released 25% from teaching rated the importance of duties associated with the Instructional Manager role significantly lower ($M = 5.6$), than did chairs released from teaching 50% ($M = 6.1$) and chairs released 75% ($M = 6.4$). In addition, chairs released 100% from teaching rated the importance of teaching and advising students lower ($M = 3.7$) than all other categories (25% or less: $M = 6.4$; 50%: $M = 6.6$; 75%; $M = 5.9$). The Tukey post hoc test did not detect any statistically significant difference on the Department Leader role factor.

Research Question 4

Research question four asked 41 Illinois public community college chief academic officers about the level of importance they placed on 21 department chair duties.

Respondents rated each duty on a 7-point Likert scale, with a rating of 7 indicating high importance and a rating of 1 indicating low importance. All 24 chief academic officers who participated rated each of the 21 items. Table 23 presents the mean ratings of importance on each duty.

Table 23

Chief Academic Officer Mean Ratings of Importance on Department Chair Duties

Department chair duty	*M*	*SD*
Recruit and select faculty	6.17	1.31
Evaluate faculty performance	6.17	1.37
Solicit ideas to improve the department	6.00	1.10
Provide informal faculty leadership	6.00	1.02
Maintain conducive work climate, including reducing conflicts	5.92	1.25

(table continues)

Table 23 (*continued*)

Department chair duty	*M*	*SD*
Represent department to administration	5.88	1.15
Assign teaching and other related duties to faculty	5.79	1.32
Plan and conduct department meetings	5.75	1.22
Develop and initiate long-range departmental goals	5.75	1.26
Inform faculty of department and college concerns	5.71	1.04
Plan and evaluate curriculum development	5.71	1.27
Encourage professional development efforts of faculty	5.63	1.47
Participate in college committee work	5.38	1.35
Coordinate departmental activities with constituents	5.38	1.24
Prepare and propose budgets	5.33	1.52
Teach and advise students	5.29	1.94
Manage departmental resources (finances, facilities, equipment)	5.08	1.53
Assure the maintenance of accurate departmental records	4.92	1.72
Represent the department at professional meetings	4.29	1.78
Obtain and manage external funds (grants, contracts)	3.75	1.98
Manage non-academic staff	3.67	1.66

Illinois public community college chief academic officers' mean ratings of importance on 17 of the 21 duties were greater than 5.0, indicating that they placed considerable importance on the vast majority of the duties. The greatest importance was placed on recruiting and selecting faculty, with a mean rating of 6.17, and evaluating faculty performance, also with a mean rating of 6.17. It is interesting to note that these duties were rated by department chairs as first and third most important, respectively. Two duties were rated by the chief academic officers at 6.0 on the 7-point Likert scale: solicit ideas to improve the department, and provide informal faculty leadership. The three duties

rated the lowest by chief academic officers were: represent the department at professional meetings, obtain and manage external funds (grant, contracts), and manage non-academic staff. These were ascribed ratings of 4.29, 3.75, and 3.67, respectively. Like department chairs, chief academic officers indicated that none of the duties was unimportant. Overall, there are noteworthy similarities between department chairs and chief academic officers in their ordering of the most important to least important department chair duties. This is further examined in the next research question.

Chief academic officers were also asked, via an open ended question, to name duties that department chairs perform that did not appear on the list and 23 responses were collected. Employing Bogdan and Biklen's (2003) content analysis approach to categorization, three major activity codes were developed. These three were: (a) negotiating and enforcing faculty union contracts, (b) coordinating academic assessment, and (c) assisting and promoting course and curriculum development. Of the 15 uncategorized responses, 6 were identical to the provided 21 duties, and another was a comment rather than a duty. Of the remaining 8 duties, no two were similar enough to suggest an additional category. All responses and the categories into which they were placed are given in Appendix C.

Research Question 5

The overarching research question to be answered in research question 5 is: Does role conflict exist for the status of Illinois public community college chair? Six sub-questions were asked, each probing for role conflict. Results of each of these sub-questions are presented at length in this section.

Research Question 5a sought to determine whether role conflict exists for department chairs by determining whether department chairs and the chief academic officer from the same college assigned the same ratings of importance to the five department chair role factors. Schools that did not have responses from the chief academic officer and at least one department chair were excluded from the analysis. Accordingly, 125 department chairs and 22 chief academic officers representing 22 Illinois public community colleges were included for analysis in research question 5a.

Department chairs and chief academic officer responses were matched by school. Each chief academic officer was matched with the two or more department chairs responding from their school, and a paired samples *t*-test was performed. No significant statistical differences were found. This suggests that there is agreement between department chairs and chief academic officers who work at the same institution on the relative importance of department chair roles. The results are presented in Table 24.

Table 24

Paired Samples t-Test for Department Chairs and Chief Academic Officers Matched by School on Department Chair Role Factor

	Department chairs		Chief academic officers		
Role factor	*M*	*SD*	*M*	*SD*	*t* (22)
Department leader	5.65	0.36	5.49	1.01	0.74
Resource manager	4.93	0.89	4.52	1.47	1.22
Faculty leader	5.59	0.69	5.82	1.18	-0.85
Instructional manager	5.92	0.64	6.04	1.06	-0.58
Teacher and student adviser	5.33	1.42	5.13	1.96	0.47

Research Question 5b sought to determine whether role conflict exists for department chairs by measuring role conflict via the Rizzo et al. (1970) Role Conflict

Scale. A total of 198 department chairs rated all seven items on a 7-point Likert scale, with a rating of 1 indicating the statement was very false, and a rating of 7 indicating the statement was very true. Table 25 displays the results.

Table 25

Department Chair Mean Ratings on the Rizzo, House, and Lirtzman Role Conflict Scale

Scale items	*M*	*SD*
I work with two or more groups who operate quite differently	5.27	1.832
I have to do things that should be done differently	4.86	1.827
I do things that are apt to be accepted by one person and not accepted by others	4.69	1.907
I receive an assignment without the personnel to complete it	4.42	1.893
I receive an assignment without adequate resources and materials to execute it	4.30	2.004
I receive incompatible requests form two or more people	4.12	1.829
I have to buck a rule or policy in order to carry out an assignment	3.39	1.908

Of the seven items, "I work with two or more groups who operate quite differently" rated the highest, with a mean rating of 5.27. "I have to buck a rule or policy in order to carry out an assignment" rated the lowest, with a mean rating of 3.39. When the responses of the 202 department chairs who responded to 5 or more of the 7 items were used, the mean rating for all items of the Rizzo, House, and Lirtzman Role Conflict Scale was 4.44, with a standard deviation of 1.45. Recalling that the absence of role conflict would be indicated by a rating of 1 on this scale, it appears that there is mild to moderate role conflict for the status of department chair as measured by this scale.

In addition, ANOVAs and *t*-tests were performed as appropriate to determine whether the Rizzo, House, and Lirtzman ratings varied by the seven characteristic variables explored in research question 3 (Biglan academic discipline, Biglan academic department,

department size, length of service as chair, elected or selected as chair, years served as full-time faculty before becoming department chair, and chair load). There was no statistically significant difference in ratings among any of the categories within each of the characteristic variables.

Research Question 5c sought to determine whether role overload exists for department chairs by measuring role overload via the Netemeyer et al. (1995) Role Overload Scale. A total of 198 department chairs rated each of the three scale items on a 7-point Likert scale, with a rating of 1 indicating the statement was very false, and a rating of 7 indicating the statement was very true. Table 26 displays the results.

Table 26

Department Chair Mean Ratings on the Netemeyer, Burton, and Johnston Role Overload Scale

Scale items	*M*	*SD*
I find to do my job I must work too many hours	5.21	1.86
I have more obligations than I can handle during the time that is available	5.07	1.81
I do not have enough time to complete my work	4.93	1.90

When using data provided by the 201 department chairs who responded to at least two of the scale items, the mean rating for all items of the Netemeyer, Burton, and Johnston Role Overload Scale was 5.06, with a standard deviation of 1.80. Recalling that the absence of role overload would be indicated by a rating of 1 on this scale, it appears that there is moderate role overload for the status of department chair as measured by this scale.

In addition, ANOVAs and *t*-tests were performed as appropriate to determine whether the mean rating on all items of the Netemeyer, Burton, and Johnston varied by the

seven characteristic variables: Biglan academic discipline, Biglan academic department, department size, length of service as chair, elected or selected as chair, years served as full-time faculty before becoming department chair, and chair load. Two of these characteristics yielded statistically significant differences: Biglan academic department and length of service as a full-time faculty member before becoming department chair. First, Table 27 presents the ANOVA results for Biglan Academic Department, and Table 28 presents the associated Tukey post hoc test.

Table 27

One-Way ANOVA for Academic Department on Mean Rating of all Items on Netemeyer, Burton, and Johnston Scale

	SS	*MS*	*F*(5, 195)
Between groups	61.50	12.30	4.10***
Within groups	584.66	3.00	

***$p < 0.001$.

Table 28

Tukey Post Hoc Analyses for Academic Department on Mean Rating of all Items on Netemeyer, Burton, and Johnston Scale

	Department chair academic department											
	Hard-applied		Hard-pure		Soft-applied		Soft-pure		Trades		Mixed	
Scale	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Netemeyer, Burton, and Johnston	3.9	2.3	4.5_a	1.9	5.8	1.4	4.6_b	1.8	$5.6_{a,b}$	1.5	5.3	1.7

Note. Means sharing subscripts are significantly different. For all measures, higher means indicate higher ratings of role overload.

The one-way ANOVA indicated a significant difference on the variable of Biglan Academic Department, $F(5, 195) = 4.10$, $p = 0.001$. The Tukey post hoc test shows that chairs who led departments in the modified Biglan category of trades reported a

statistically significant greater amount of role overload ($M = 5.6$) than those chairs who led hard-pure ($M = 4.5$) and soft-pure ($M = 4.6$) departments.

The other statistically significant difference in means on all items of the Netemeyer, Burton, and Johnston role overload scale was on the variable of length of service as a department chair. Table 29 presents the ANOVA results, and Table 30 presents the Tukey post hoc test.

Table 29

One-Way ANOVA for Department Chair's Length of Service as a Full-Time Faculty Member on Mean Rating of all Items on Netemeyer, Burton, and Johnston Scale

	SS	*MS*	*F*(3, 166)
Between groups	39.38	13.13	4.41**
Within groups	493.72	2.97	

**$p < 0.01$.

Table 30

Tukey Post Hoc Analyses for Department Chair's Length of Service as a Full-Time Faculty Member on Mean Rating of all Items on Netemeyer, Burton, and Johnston Scale

	3 or less		3.5-6		6.5-12		13 or more	
Scale	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Netemeyer, Burton, and Johnston	5.7_a	1.6	4.5_a	1.9	4.8	1.8	5.4	1.6

Note. Means sharing subscripts are significantly different. For all measures, higher means indicate higher ratings of role overload.

The one-way ANOVA indicated a significant difference on the variable of length of service as a full-time faculty member before becoming a department chair, $F(3, 166) = 4.41$, $p = 0.005$. Results of the Tukey post hoc test showed that chairs who had been faculty members less than three years reported statistically significant more role overload ($M = 5.7$) than chairs who had been serving three and a half to six years ($M = 4.5$).

Research question 5d asked whether role overload exists for community college department chairs by measuring role overload via the Department Chair Relative Time Scale (DCRTS). Chairs rated each of the 21 department chair duties from research question 1 on a 4-point Likert scale that indicated the extent to which they agreed with the statement, "In a typical semester, the amount of time I spend on this duty makes it difficult for me to complete all my other duties." A rating of 1 indicated strong disagreement to the statement and a rating of 4 indicated strong agreement. Of 204 chair respondents, 184 rated all 21 duties, but missing values were replaced with the mean in a number of cases as described in Chapter 3. Therefore, the number of cases for each of the 21 duties ranged from 199 to 202 as displayed in Table 31. Table 31 presents the mean ratings of time on each duty.

Table 31

Department Chair Mean Ratings of Time Spent on Department Chair Duties

Department chair duties	*N*	*M*	*SD*
Participate in college committee work	202	2.91	0.84
Plan and evaluate curriculum development	199	2.44	0.80
Evaluate faculty performance	200	2.42	0.74
Recruit and select faculty	202	2.38	0.83
Assign teaching and other related duties to faculty	200	2.37	0.76
Represent department to administration	200	2.37	0.79
Teach and advise students	202	2.36	1.02
Manage departmental resources (finances, facilities, equipment)	199	2.33	0.79
Maintain conducive work climate, including reducing conflicts	200	2.33	0.78
Develop and initiate long-range departmental goals	200	2.26	0.74

(table continues)

Table 31 (*continued*)

Department chair duties	*N*	*M*	*SD*
Assure the maintenance of accurate departmental records	202	2.24	0.78
Prepare and propose budgets	201	2.22	0.75
Coordinate departmental activities with constituents	199	2.18	0.72
Plan and conduct department meetings	201	2.16	0.68
Provide informal faculty leadership	202	2.13	0.74
Inform faculty of department and college concerns	198	2.13	0.63
Solicit ideas to improve the department	200	2.12	0.63
Represent the department at professional meetings	199	2.09	0.80
Obtain and manage external funds (grants, contracts)	200	1.99	0.81
Encourage professional development efforts of faculty	199	1.94	0.60
Manage non-academic staff	201	1.92	0.62

The duty that was rated the highest, and therefore interpreted as the duty that requires so much time to complete that it makes it more difficult for department chairs to complete all of their other duties, was participate in college committee work, with a mean rating of 2.91. However, with a mean rating of 2.91, this duty falls between the ratings of 2, disagree, and 3, agree, suggesting that committee work may not have a major impact on chairs completing all of their other duties. Three duties had a mean rating of less than 2, suggesting that chairs spend very little time or the appropriate amount of time on them: obtain and manage external grants, encourage professional development efforts of faculty, and manage non-academic staff.

In addition, ANOVAs or *t*-tests were performed to determine if the DCRTS ratings varied by the seven characteristic variables: Biglan academic discipline, Biglan academic department, department size, length of service as chair, elected or selected as chair, years

served as full-time faculty before becoming department chair, and chair load. Many statistically significant differences in ratings of time were found.

Of the 21 duties, ANOVA determined that 11 had statistically significant differences on the characteristic variable Biglan academic discipline. These are presented in Table 32. However, Tukey post hoc testing, displayed in Table 33, found only eight of these to be significant.

Table 32

One-Way ANOVA for Academic Discipline on Time Spent on Duties

Department chair duty	*SS*	*MS*	*F*
Recruit and select faculty			
Between groups	1.33	0.33	0.48
Within groups	135.15	0.70	
Evaluate faculty performance			
Between groups	0.47	0.12	0.21
Within groups	107.22	0.56	
Maintain conducive work climate, including reducing conflicts			
Between groups	4.54	1.14	1.87
Within groups	116.67	0.61	
Encourage professional development efforts of faculty			
Between groups	3.84	0.96	2.77*
Within groups	66.30	0.35	
Provide informal faculty leadership			
Between groups	3.54	0.89	1.60
Within groups	107.06	0.55	

(table continues)

Table 32 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Develop and initiate long-range departmental goals			
Between groups	6.94	1.74	3.25*
Within groups	102.37	0.53	
Plan and conduct department meetings			
Between groups	2.31	0.58	1.26
Within groups	88.52	0.46	
Solicit ideas to improve the department			
Between groups	4.88	1.22	3.24*
Within groups	72.68	0.38	
Assign teaching and other related duties to faculty			
Between groups	2.90	0.73	1.26
Within groups	110.92	0.57	
Inform faculty of department and college concerns			
Between groups	3.58	0.89	2.30
Within groups	74.23	0.39	
Plan and evaluate curriculum development			
Between groups	10.96	2.74	4.55**
Within groups	115.62	0.60	
Coordinate departmental activities with constituents			
Between groups	5.24	1.31	2.60*
Within groups	96.89	0.50	
Represent department to administration			
Between groups	4.71	1.18	1.91
Within groups	119.11	0.62	

(table continues)

Table 32 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Represent the department at professional meetings			
Between groups	14.11	3.53	6.17***
Within groups	110.26	0.57	
Participate in college committee work			
Between groups	2.52	0.63	0.88
Within groups	139.85	0.72	
Obtain and manage external funds (grants, contracts)			
Between groups	12.07	3.02	4.87***
Within groups	118.88	0.62	
Manage departmental resources (finances, facilities, equipment)			
Between groups	8.74	2.18	3.69**
Within groups	113.04	0.59	
Teach and advise students			
Between groups	4.56	1.14	1.09
Within groups	203.39	1.05	
Manage non-academic staff			
Between groups	3.95	0.99	2.62*
Within groups	72.76	0.38	
Assure the maintenance of accurate departmental records			
Between groups	6.79	1.70	2.84*
Within groups	115.64	0.60	
Prepare and propose budgets			
Between groups	7.20	1.80	3.31*
Within groups	105.02	0.54	

*$p < 0.05$. **$p < 0.01$. ***$p < 0.001$.

Table 33

Tukey Post Hoc Analyses for Academic Discipline on Time Spent on Selected Duties

	Department chair academic discipline									
	Hard-applied		Hard-pure		Soft-applied		Soft-pure		Trades	
Department chair duty	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Encourage professional development efforts of faculty	1.9	0.8	1.8	0.5	2.1	0.7	1.8	0.5	2.1	0.6
Develop and initiate long-range departmental goals	2.1	0.8	2.1	0.7	2.5	0.9	2.1_{a}	0.6	2.5_{a}	0.7
Solicit ideas to improve the department	2.3	0.8	2.0	0.5	2.2	0.7	1.9_{a}	0.6	2.3_{a}	0.5
Plan and evaluate curriculum development	2.5	0.8	$2.1_{a,b}$	0.7	2.7_{a}	0.8	2.3	0.8	2.7_{b}	0.9
Coordinate departmental activities with constituents	2.2	0.7	2.0	0.7	2.4	0.8	2.0	0.7	2.4	0.7
Represent the department at professional meetings	2.3_{a}	0.9	$1.7_{a,b,c}$	0.5	$2.4_{b,d}$	0.8	1.9_{d}	0.8	2.3_{c}	0.7
Obtain and manage external funds (grants, contracts)	2.1	0.9	1.7_{a}	0.6	$2.3_{a,b}$	1.0	$1.7_{b,c}$	0.7	2.2_{c}	0.7
Manage departmental resources (finances, facilities, equipment)	2.5	0.8	2.1_{a}	0.7	$2.7_{a,b}$	0.9	2.1_{b}	0.8	2.4	0.7
Manage non-academic staff	2.0	0.8	1.9	0.6	2.1_{a}	0.6	1.7_{a}	0.6	2.0	0.5
Assure the maintenance of accurate departmental records	2.3	0.9	2.1	0.7	2.4	0.8	2.0_{a}	0.8	2.5_{a}	0.7
Prepare and propose budgets	2.3	0.8	2.0	0.7	2.4	0.9	2.0	0.7	2.4	0.7

Note. Means in a row sharing subscripts are significantly different. For all measures, higher means indicate higher ratings of time being spent on that duty to the possible neglect of other duties.

Notable patterns are observed in these results. Compared to department chairs trained in other fields, chairs trained in the trades fields and soft-applied fields often indicated that certain duties interfered with their ability to complete all of their other duties. Conversely, chairs trained in the soft-pure fields often indicated that certain duties did not make it difficult to complete all of their other duties as compared to other department chairs. It is important to note, however, that none of the mean ratings exceed 2.7. This appears to indicate that none of these chair groups is particularly overwhelmed by the time spent on any one of the items.

The next variable considered with respect to responses on the DCRTS was Biglan academic department. One-way ANOVAs determined that 14 of the duties had statistically significant mean differences. These are presented in Table 34. However, Tukey post hoc testing found only 12 of these to be significant. The results of the Tukey post hoc test are given in Table 35.

Table 34

One-Way ANOVA for Academic Department on Time Spent on Duties

Department chair duty	*SS*	*MS*	*F*
Recruit and select faculty			
Between groups	0.69	0.14	0.20
Within groups	136.71	0.70	
Evaluate faculty performance			
Between groups	2.51	0.50	0.92
Within groups	106.05	0.55	
Maintain conducive work climate, including reducing conflicts			
Between groups	4.65	0.93	1.54
Within groups	117.23	0.60	

(table continues)

Table 34 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Encourage professional development efforts of faculty			
Between groups	5.92	1.18	3.50**
Within groups	65.35	0.34	
Provide informal faculty leadership			
Between groups	6.57	1.31	2.46*
Within groups	104.83	0.53	
Develop and initiate long-range departmental goals			
Between groups	13.32	2.66	5.34***
Within groups	96.68	0.50	
Plan and conduct department meetings			
Between groups	6.11	1.22	2.79*
Within groups	85.47	0.44	
Solicit ideas to improve the department			
Between groups	8.73	1.75	4.87***
Within groups	69.62	0.36	
Assign teaching and other related duties to faculty			
Between groups	3.24	0.65	1.13
Within groups	111.11	0.57	
Inform faculty of department and college concerns			
Between groups	7.64	1.53	4.13***
Within groups	70.95	0.37	
Plan and evaluate curriculum development			
Between groups	17.45	3.49	6.15***
Within groups	109.63	0.57	

(table continues)

Table 34 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Coordinate departmental activities with constituents			
Between groups	7.17	1.43	2.89*
Within groups	95.68	0.50	
Represent department to administration			
Between groups	6.67	1.33	2.20
Within groups	117.68	0.61	
Represent the department at professional meetings			
Between groups	15.33	3.07	5.43***
Within groups	109.04	0.56	
Participate in college committee work			
Between groups	5.64	1.13	1.61
Within groups	137.57	0.70	
Obtain and manage external funds (grants, contracts)			
Between groups	13.07	2.61	4.30***
Within groups	117.88	0.61	
Manage departmental resources (finances, facilities, equipment)			
Between groups	10.58	2.12	3.66**
Within groups	111.53	0.58	
Teach and advise students			
Between groups	11.33	2.27	2.25
Within groups	197.28	1.01	
Manage non-academic staff			
Between groups	6.64	1.33	3.70**
Within groups	70.08	0.36	

(table continues)

Table 34 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Assure the maintenance of accurate departmental records			
Between groups	11.47	2.29	4.03**
Within groups	111.64	0.57	
Prepare and propose budgets			
Between groups	12.21	2.44	4.73***
Within groups	100.71	0.52	

*$p < 0.05$. **$p < 0.01$. ***$p < 0.001$.

Table 35

Tukey Post Hoc Analyses for Academic Department on Time Spent on Selected Duties

	Department chair academic discipline											
	Hard-applied		Hard-pure		Soft-applied		Soft-pure		Trades		Mixed	
Department chair duty	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Encourage professional development efforts of faculty	1.6_{a}	0.7	1.8	0.5	$2.3_{a,b}$	0.7	1.8_{b}	0.5	2.1	0.5	2.0	0.7
Provide informal faculty leadership	1.8	0.8	2.0	0.8	2.4	0.8	2.0	0.7	2.4	0.6	2.1	0.8
Develop and initiate long-range departmental goals	2.1	0.7	2.1_{a}	0.6	$2.8_{a,b,c}$	0.8	$2.0_{b,d}$	0.6	2.5_{d}	0.7	2.2_{c}	0.8
Plan and conduct department meetings	1.8	0.4	2.1	0.6	2.3	0.6	2.1	0.7	2.4	0.7	2.0	0.6
Solicit ideas to improve the department	2.1	0.9	2.0_{a}	0.5	2.5_{b}	0.7	$1.9_{b,c}$	0.5	$2.4_{a,c}$	0.5	2.0	0.7

(table continues)

Table 35 (*continued*)

Department chair duty	Department chair academic discipline											
	Hard-applied		Hard-pure		Soft-applied		Soft-pure		Trades		Mixed	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Inform faculty of department and college concerns	2.3	1.1	2.1	0.5	$2.5_{a,b}$	0.5	$1.9_{a,c}$	0.5	2.3_{c}	0.7	2.0_{b}	0.6
Plan and evaluate curriculum development	2.6	1.0	$2.0_{a,b}$	0.6	$2.9_{a,c}$	0.9	$2.2_{c,d}$	0.8	$2.8_{b,d}$	0.8	2.4	0.8
Coordinate departmental activities with constituents	2.1	0.7	2.0	0.7	2.5	0.6	1.9_{a}	0.7	2.4_{a}	0.7	2.2	0.7
Represent the department at professional meetings	2.5	1.0	$1.8_{a,b}$	0.5	2.5_{a}	0.7	1.9_{c}	0.8	$2.4_{b,c,d}$	0.7	1.9_{d}	0.9
Obtain and manage external funds (grants, contracts)	1.9	0.7	$1.8_{a,}$	0.6	$2.5_{a,c,d}$	0.9	$1.8_{c,e}$	0.7	$2.3_{b,e}$	0.8	1.9_{d}	0.9
Manage departmental resources (finances, facilities, equipment)	2.4	1.1	2.1	0.6	2.7_{a}	0.8	$2.0_{a,b}$	0.6	2.5_{b}	0.7	2.4	0.9
Manage non-academic staff	2.1	0.7	1.9_{a}	0.6	$2.4_{a,b}$	0.5	1.7_{b}	0.6	1.9	0.6	1.9	0.7
Assure the maintenance of accurate departmental records	2.4	1.1	2.0_{a}	0.6	2.6	0.8	2.0_{b}	0.8	$2.5_{a,b}$	0.7	2.1	0.8
Prepare and propose budgets	2.4	1.0	$1.9_{a,b}$	0.5	$2.6_{a,c}$	0.9	$2.0_{c,d}$	0.6	$2.5_{b,d}$	0.7	2.2	0.8

Note. Means in a row sharing subscripts are significantly different. For all measures, higher means indicate higher ratings of time being spent on that duty to the possible neglect of other duties.

Interestingly, each of the eight duties for which significant difference was found for Biglan academic disciplines was also significant for Biglan academic departments. Once again, department chairs categorized into the modified Biglan categories of trades and soft-applied emerged as being different from other department chairs. In this case, the characteristic variable academic department chaired was considered. Respondents who led departments in the trades and soft-applied fields more often reported that time spent on certain duties hindered completion of their other duties as compared to chairs in other departments. In contrast, chairs leading soft-pure departments reported lower means as compared to all other department chairs on all 12 duties that were found statistically significant. It is important to note, however, that none of the mean ratings exceed 2.9 on the 4-point scale, suggesting that none of these chair groups is particularly overwhelmed by the time spent on any one of the items.

The next variable considered with respect to responses on the DCRTS was department size. A one-way ANOVA determined that five duties had statistically significant differences, but only four were found to be significant after Tukey post hoc testing. The one-way ANOVAs are presented in Table 36, and the relevant Tukey post hoc tests are presented in Table 37.

Table 36

One-Way ANOVA for Department Size on Time Spent on Duties

Department chair duty	*SS*	*MS*	*F*
Recruit and select faculty			
Between groups	0.05	0.02	0.03

Within groups		137.35	0.69

(table continues)

Table 37 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Evaluate faculty performance			
Between groups	0.21	0.07	0.13
Within groups	108.34	0.55	
Maintain conducive work climate, including reducing conflicts			
Between groups	1.64	0.55	0.89
Within groups	120.23	0.61	
Encourage professional development efforts of faculty			
Between groups	1.10	0.37	1.02
Within groups	70.18	0.36	
Provide informal faculty leadership			
Between groups	0.78	0.26	0.47
Within groups	110.61	0.56	
Develop and initiate long-range departmental goals			
Between groups	6.38	2.13	4.02**
Within groups	103.61	0.53	
Plan and conduct department meetings			
Between groups	7.45	2.48	5.81***
Within groups	84.14	0.43	
Solicit ideas to improve the department			
Between groups	1.93	0.64	1.65
Within groups	76.42	0.39	
Assign teaching and other related duties to faculty			
Between groups	0.65	0.22	0.37
Within groups	113.70	0.58	

(table continues)

Table 36 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Inform faculty of department and college concerns			
Between groups	0.43	0.14	0.36
Within groups	78.16	0.40	
Plan and evaluate curriculum development			
Between groups	9.57	3.19	5.29**
Within groups	117.52	0.60	
Coordinate departmental activities with constituents			
Between groups	1.42	0.47	0.91
Within groups	101.42	0.52	
Represent department to administration			
Between groups	4.70	1.57	2.57
Within groups	119.65	0.61	
Represent the department at professional meetings			
Between groups	4.13	1.38	2.23
Within groups	120.24	0.62	
Participate in college committee work			
Between groups	5.52	1.84	2.65*
Within groups	137.69	0.70	
Obtain and manage external funds (grants, contracts)			
Between groups	2.66	0.89	1.36
Within groups	128.29	0.65	
Manage departmental resources (finances, facilities, equipment)			
Between groups	2.72	0.91	1.48
Within groups	119.39	0.61	

(table continues)

Table 36 (*continued)*

Department chair duty	*SS*	*MS*	*F*
Teach and advise students			
Between groups	15.18	5.06	5.18**
Within groups	193.44	0.98	
Manage non-academic staff			
Between groups	0.59	0.20	0.51
Within groups	76.13	0.39	
Assure the maintenance of accurate departmental records			
Between groups	4.28	1.43	2.37
Within groups	118.84	0.60	
Prepare and propose budgets			
Between groups	4.00	1.33	2.41
Within groups	108.93	0.55	

*$p < 0.05$. **$p < 0.01$. ***$p < 0.001$.

Table 37

Tukey Post Hoc Analyses for Department Size on Time Spent on Selected Duties

	Number of full-time faculty							
	5 or less		6-10		11-20		21 or more	
Department chair duty	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Develop and initiate long-range departmental goals	2.5_a	0.9	2.4_b	0.7	$2.1_{a,b}$	0.7	2.2	0.6
Plan and conduct department meetings	2.4_a	0.8	2.3_b	0.7	$2.0_{a,b}$	0.6	2.1	0.6
Plan and evaluate curriculum development	$2.8_{a,b}$	0.8	2.5	0.8	2.3_a	0.8	2.2_b	0.6
Participate in college committee work	3.1	0.8	2.9	0.8	2.8	0.9	2.8	0.9
Teach and advise students	2.7_a	1.1	2.5_b	1.0	2.3	1.0	$1.9_{a,b}$	0.8

Note. Means in a row sharing subscripts are significantly different. For all measures, higher means indicate higher ratings of time being spent on that duty to the possible neglect of other duties.

In all four instances of significant difference, chairs of departments of five or fewer full-time faculty reported these duties interfered more with getting all of their other duties done than did chairs in larger departments. The second-smallest department size grouping, 6-10 full-time faculty, reported similarly for three of these four duties. It appears that certain duties more often hinder completion of other duties for chairs of smaller departments as compared to chairs of larger departments.

The next variable considered with respect to responses on the DCRTS was length of service as chair. Only one duty yielded a statistically significant difference on time. Table 38 displays the ANOVA.

Table 38

One-Way ANOVA for Length of Service as Department Chair on Time Spent on Duties

Department chair duty	*SS*	*MS*	*F*
Recruit and select faculty			
Between groups	1.16	0.39	0.56
Within groups	136.24	0.69	
Evaluate faculty performance			
Between groups	0.96	0.32	0.58
Within groups	107.60	0.55	
Maintain conducive work climate, including reducing conflicts			
Between groups	2.26	0.75	1.23
Within groups	119.62	0.61	
Encourage professional development efforts of faculty			
Between groups	0.08	0.03	0.07
Within groups	71.20	0.37	

(table continues)

Table 38 (*continued)*

Department chair duty	*SS*	*MS*	*F*
Provide informal faculty leadership			
Between groups	0.09	0.03	0.05
Within groups	111.30	0.56	
Develop and initiate long-range departmental goals			
Between groups	0.24	0.08	0.14
Within groups	109.76	0.56	
Plan and conduct department meetings			
Between groups	0.22	0.07	0.16
Within groups	91.36	0.46	
Solicit ideas to improve the department			
Between groups	0.25	0.08	0.21
Within groups	78.10	0.40	
Assign teaching and other related duties to faculty			
Between groups	1.80	0.60	1.04
Within groups	112.56	0.57	
Inform faculty of department and college concerns			
Between groups	1.06	0.35	0.88
Within groups	77.53	0.40	
Plan and evaluate curriculum development			
Between groups	0.90	0.30	0.47
Within groups	126.18	0.65	
Coordinate departmental activities with constituents			
Between groups	2.38	0.79	1.54
Within groups	100.46	0.52	

(table continues)

Table 38 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Represent department to administration			
Between groups	0.22	0.07	0.11
Within groups	124.14	0.63	
Represent the department at professional meetings			
Between groups	0.40	0.13	0.21
Within groups	123.97	0.64	
Participate in college committee work			
Between groups	7.42	2.47	3.61*
Within groups	135.79	0.69	
Obtain and manage external funds (grants, contracts)			
Between groups	0.21	0.07	0.11
Within groups	130.74	0.67	
Manage departmental resources (finances, facilities, equipment)			
Between groups	1.77	0.59	0.96
Within groups	120.34	0.62	
Teach and advise students			
Between groups	1.55	0.52	0.49
Within groups	207.07	1.05	
Manage non-academic staff			
Between groups	1.81	0.60	1.59
Within groups	74.92	0.38	
Assure the maintenance of accurate departmental records			
Between groups	0.00	0.00	0.00
Within groups	123.11	0.62	

(table continues)

Table 38 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Prepare and propose budgets			
Between group	0.37	0.12	0.22
Within groups	112.55	0.57	

*$p < 0.05$.

As displayed in Table 38, only participate in college committee work yielded a statistically significant difference on time. Those who served as department chairs for eight or more years reported college committee work interfered less with getting the rest of their duties done ($M = 2.5$) as compared to those who had been chair 2-5 years ($M = 3.0$) as well as those who had been chair 5.5-8 years ($M = 3.0$).

The fifth variable considered with respect to responses on the DCRTS was whether the chair was elected by faculty or selected by administration. Two duties yielded a statistically significant difference on time. The results of the paired-samples *t*-test for these two duties are displayed in Table 39.

Table 39

Paired-Samples t-Test for Elected and Selected Department Chairs on Time Spent on Duties

	Selected		Elected			
Department chair duty	*M*	*SD*	*M*	*SD*	*df*	*t*
Recruit and select faculty	2.26	0.76	2.41	0.93	168	-0.39
Evaluate faculty performance	2.42	0.70	2.41	0.79	166	0.11
Maintain conducive work climate, including reducing conflict	2.29	0.80	2.39	0.71	167	-0.82
Encourage professional development efforts of faculty	2.01	0.62	1.83	0.59	165	1.92
Provide informal faculty leadership	2.17	0.74	2.06	0.70	168	1.01

(table continues)

Table 39 (*continued*)

Department chair duty	Selected		Elected			
	M	*SD*	*M*	*SD*	*df*	*t*
Develop and initiate long-range departmental goals	2.32	0.81	2.23	0.69	167	0.77
Plan and conduct departmental meetings	2.16	0.71	2.23	0.66	167	-0.60
Solicit ideas to improve the department	2.18	0.68	2.06	0.54	167	1.27
Assign teaching and other related duties to faculty	2.38	0.75	2.42	0.78	167	-0.31
Inform faculty of department and college concerns	2.12	0.59	2.22	0.67	166	-1.01
Plan and evaluate curriculum development	2.55	0.84	2.38	0.79	166	1.27
Coordinate departmental activities with constituents	2.26	0.72	2.12	0.72	166	1.23
Represent department to administration	2.42	0.78	2.35	0.82	167	0.61
Represent the department at professional meetings	2.17	0.79	1.99	0.76	166	1.54
Participate in college committee work	3.10	0.80	2.79	0.82	168	2.50*
Obtain and manage external funds (grants, contracts)	2.05	0.82	1.93	0.79	166	0.97
Manage departmental resources (finances, facilities, equipment)	2.38	0.73	2.22	0.78	165	1.39
Teach and advise students	2.39	1.03	2.49	1.03	168	-0.57
Manage non-academic staff	1.92	0.63	1.91	0.61	167	0.06
Assure the maintenance of accurate departmental records	2.33	0.82	2.16	0.75	168	1.42
Prepare and propose budgets	2.36	0.79	2.03	0.71	167	2.82**

*$p < 0.05$. **$p < 0.01$.

Chairs who were selected by administration reported a statistically significant difference on time on the duties participate in college committee work (selected: $M = 3.10$; elected: $M = 2.79$) and prepare and propose budgets (selected: $M = 2.36$; elected: $M =$

2.03), indicating that these duties interfered more with completion of all of their other duties as compared to chairs who had been elected by faculty.

The next variable considered with respect to responses on the DCRTS was years served as a full-time faculty member before becoming department chair. Of the 21 duties, the one-way ANOVAs determined that 10 had statistically significant differences. The results of the ANOVA are displayed in Table 40. However, Tukey post hoc testing found only eight of these to be significant. These eight are reported in Table 41.

Table 40

One-Way ANOVA for Years Served as Full-Time Faculty Member Before Becoming Department Chair on Time Spent on Duties

Department chair duty	*SS*	*MS*	*F*
Recruit and select faculty			
Between groups	0.93	0.31	0.45
Within groups	115.60	0.69	
Evaluate faculty performance			
Between groups	0.78	0.26	0.48
Within groups	90.22	0.55	
Maintain conducive work climate, including reducing conflicts			
Between groups	1.22	0.41	0.71
Within groups	95.31	0.57	
Encourage professional development efforts of faculty			
Between groups	0.41	0.14	0.37
Within groups	61.00	0.37	
Provide informal faculty leadership			
Between groups	4.28	1.43	2.72*
Within groups	87.63	0.52	

(table continues)

Table 40 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Develop and initiate long-range departmental goals			
Between groups	2.29	0.76	1.36
Within groups	93.00	0.56	
Plan and conduct department meetings			
Between groups	5.34	1.78	3.79*
Within groups	77.86	0.47	
Solicit ideas to improve the department			
Between groups	3.41	1.14	3.05*
Within groups	61.75	0.37	
Assign teaching and other related duties to faculty			
Between groups	1.10	0.37	0.63
Within groups	97.27	0.59	
Inform faculty of department and college concerns			
Between groups	1.54	0.51	1.33
Within groups	63.82	0.39	
Plan and evaluate curriculum development			
Between groups	6.01	2.00	3.06*
Within groups	108.12	0.66	
Coordinate departmental activities with constituents			
Between groups	3.20	1.07	2.08
Within groups	84.74	0.51	
Represent department to administration			
Between groups	4.38	1.46	2.28
Within groups	106.22	0.64	

(table continues)

Table 40 *(continued)*

Department chair duty	*SS*	*MS*	*F*
Represent the department at professional meetings			
Between groups	3.68	1.23	2.07
Within groups	97.99	0.59	
Participate in college committee work			
Between groups	7.19	2.40	3.62*
Within groups	110.60	0.66	
Obtain and manage external funds (grants, contracts)			
Between groups	7.12	2.37	3.88**
Within groups	100.88	0.61	
Manage departmental resources (finances, facilities, equipment)			
Between groups	7.10	2.37	4.26**
Within groups	91.18	0.56	
Teach and advise students			
Between groups	8.53	2.84	2.81*
Within groups	169.16	1.01	
Manage non-academic staff			
Between groups	1.73	0.58	1.47
Within groups	65.12	0.39	
Assure the maintenance of accurate departmental records			
Between groups	7.89	2.63	4.36**
Within groups	100.79	0.60	
Prepare and propose budgets			
Between groups	6.44	2.15	3.75*
Within groups	95.07	0.57	

*$p < 0.05$. **$p < 0.01$.

Table 41

Tukey Post Hoc Analyses for Years Served as Full-Time Faculty Member Before Becoming Department Chair on Time Spent on Selected Duties

Department Chair Duty	Years served as a full-time faculty member before becoming department chair							
	3 or less		3.5-6		6.5-12		13 or more	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Provide informal faculty leadership	2.3	0.8	2.0	0.6	2.0	0.6	2.3	0.9
Plan and conduct department meetings	2.3	0.8	2.2	0.6	1.9_{a}	0.5	2.4_{a}	0.8
Solicit ideas to improve the department	2.3	0.7	2.0	0.6	2.0	0.5	2.3	0.7
Plan and evaluate curriculum development	2.7_{a}	0.8	2.4	0.9	2.2_{a}	0.8	2.6	0.8
Participate in college committee work	$3.3_{a,b}$	0.7	3.0	0.9	2.8_{a}	0.8	2.8_{b}	0.9
Obtain and manage external funds (grants, contracts)	$2.3_{a,b}$	0.9	1.8_{a}	0.7	1.9_{b}	0.7	2.0	0.9
Manage departmental resources (finances, facilities, equipment)	2.5_{a}	0.7	$2.0_{a,b}$	0.7	2.3	0.7	2.4_{b}	0.9
Teach and advise students	2.7_{a}	1.1	2.1_{a}	1.0	2.4	0.9	2.5	1.0
Assure the maintenance of accurate departmental records	2.5_{a}	0.7	$2.0_{a,b}$	0.8	2.2	0.7	2.4_{b}	0.9
Prepare and propose budgets	$2.5_{a,b}$	0.8	2.1_{a}	0.8	2.0_{b}	0.6	2.3	0.8

Note. Means in a row sharing subscripts are significantly different. For all measures, higher means indicate higher ratings of time being spent on that duty to the possible neglect of other duties.

In all but one of the results showing a statistically significant difference, chairs who had served as a full-time faculty member for three years or less before becoming a department chair reported that certain duties hampered their ability to complete all other duties as compared to chairs who had been full-time faculty members longer before becoming chair. Interestingly, for the duties plan and conduct department meetings, manage departmental resources, and assure the maintenance of accurate departmental records, chairs who had been full-time faculty more than 13 years indicated that the time

they spent on these duties interfered with the ability to complete all other duties as compared to chairs who had been full-time faculty less time.

Finally, for the last characteristic variable, chair load, ANOVA indicated two duties that yielded a statistically significant difference on time, although the Tukey post hoc test only found one of these differences to be significant. Table 42 presents the ANOVA results, and Table 43 presents the Tukey post hoc results.

Table 42

One-Way ANOVA for Chair Load on Time Spent on Duties

Department chair duty	*SS*	*MS*	*F*
Recruit and select faculty			
Between groups	2.42	0.81	1.20
Within groups	121.71	0.67	
Evaluate faculty performance			
Between groups	0.81	0.27	0.49
Within groups	97.97	0.54	
Maintain conducive work climate, including reducing conflicts			
Between groups	3.75	1.25	2.18
Within groups	103.36	0.57	
Encourage professional development efforts of faculty			
Between groups	2.63	0.88	2.51
Within groups	62.58	0.35	
Provide informal faculty leadership			
Between groups	0.26	0.09	0.16
Within groups	99.38	0.55	

(table continues)

Table 42 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Develop and initiate long-range departmental goals			
Between groups	3.01	1.00	1.78
Within groups	101.40	0.56	
Plan and conduct department meetings			
Between groups	3.76	1.25	2.72*
Within groups	83.35	0.46	
Solicit ideas to improve the department			
Between groups	2.01	0.67	1.76
Within groups	68.59	0.38	
Assign teaching and other related duties to faculty			
Between groups	0.14	0.05	0.08
Within groups	107.23	0.60	
Inform faculty of department and college concerns			
Between groups	1.21	0.40	1.02
Within groups	70.35	0.40	
Plan and evaluate curriculum development			
Between groups	4.24	1.41	2.20
Within groups	115.20	0.64	
Coordinate departmental activities with constituents			
Between groups	0.46	0.15	0.29
Within groups	93.29	0.52	
Represent department to administration			
Between groups	0.62	0.21	0.32
Within groups	116.75	0.65	

(table continues)

Table 42 (*continued*)

Department chair duty	*SS*	*MS*	*F*
Represent the department at professional meetings			
Between groups	0.49	0.16	0.27
Within groups	109.28	0.61	
Participate in college committee work			
Between groups	2.42	0.81	1.15
Within groups	127.67	0.70	
Obtain and manage external funds (grants, contracts)			
Between groups	0.47	0.16	0.25
Within groups	114.39	0.64	
Manage departmental resources (finances, facilities, equipment)			
Between groups	0.26	0.09	0.15
Within groups	102.21	0.57	
Teach and advise students			
Between groups	18.85	6.28	6.39***
Within groups	179.05	0.98	
Manage non-academic staff			
Between groups	1.03	0.34	0.89
Within groups	69.59	0.38	
Assure the maintenance of accurate departmental records			
Between groups	2.27	0.76	1.24
Within groups	111.32	0.61	
Prepare and propose budgets			
Between groups	0.96	0.32	0.55
Within groups	104.39	0.58	

*$p < 0.05$. ***$p < 0.001$.

Table 43

Tukey Post Hoc Analyses for Chair Load on Time Spent on Selected Duties

	Chair load							
	25% or less		50%		75%		100%	
Department chair duty	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Plan and conduct department meetings	2.4	.7	2.1	0.7	2.1	0.7	2.1	0.6
Teach and advise students	2.7_{a}	1.1	2.4	1.0	2.7_{b}	1.1	$1.9_{a,b}$	0.8

Note. Means in a row sharing subscripts are significantly different. For all measures, higher means indicate higher ratings of time being spent on that duty to the possible neglect of other duties.

On the duty teach and advise students, chairs who were completely released from teaching indicated, at a statistically significant level, that teaching and advising students interfered less with completion of all of their other duties ($M = 1.9$) as compared to those who had 25% chair load or less ($M = 2.7$) , and to those who had 75% chair load ($M = 2.7$).

Research question 5e sought to determine whether role overload exists for department chairs via the summative measure on the DCRTS. The 202 department chair respondents rated on a four-point Likert scale the extent to which they agreed with the statement, "Overall, in a typical semester, I feel that I have more duties to perform than time in which to perform them." A rating of 1 indicated strong disagreement with the statement, and a rating of 4 indicated strong agreement. The mean was 2.99 with a standard deviation of 0.97. As a rating of 3 indicates agreement, the results suggest that department chairs agree that they have more duties in a semester than time to perform them. This might indicate role overload.

In addition, ANOVAs and *t*-tests were performed as appropriate to determine if the DCRTS summative measure rating varied by the seven demographic variables: Biglan academic discipline, Biglan academic department, department size, length of service as

chair, elected or selected as chair, years served as full-time faculty before becoming department chair, and chair load. There was no statistically significant difference in ratings among any of the categories within each of the demographic variables.

The final research question in Phase I of the study, research question 5f, asked whether role conflict exists for the status of Illinois public community college department chair as observed in the relationship of department chair responses on the 21-item Department Chair Duty Scale and the DCRTS. First, 204 department chairs were assigned to one of the five role factors based on which role factor they had rated the highest in importance. A considerable number of chairs' highest ratings of importance were equal on two or more role factors. These chairs were re-categorized into combined categories. For instance, chairs who rated both Instructional Manager and Teacher and Student Adviser as their highest and of equal importance were categorized into a group called Instructional Manager and Teacher and Student Adviser. This created 15 role factor categories. Table 44 presents the frequency of occurrence of department chair highest means on the role factors.

Table 44

Department Chairs Categorized According to Department Chair Role Factors

Department chair role factor(s)	*n*	%
Instructional Manager and Teacher and Student Adviser	60	29
Instructional Manager	44	22
Faculty Leader	17	8

(table continues)

Table 44 (*continued*)

Department chair role factor(s)	*n*	%
Department Leader	14	7
Faculty Leader and Teacher and Student Adviser	14	7
Faculty Leader, Teacher and Student Adviser, and Instructional Manager	13	6
Department Leader and Teacher and Student Adviser	13	6
Faculty Leader and Instructional Manager	9	4
Resource Manager and Teacher and Student Adviser	5	2
Resource Manager	4	2
Department Leader and Instructional Manager and Teacher and Student Adviser	3	1
Department Leader, Faculty Leader, Instructional Manager, and Teacher and Student Adviser	3	1
Department Leader and Instructional Manager	2	<1
Department Leader, Faculty Leader, and Teacher and Student Adviser	2	<1
Department Leader, Resource Manager, Faculty Leader, Instructional Manager, and Teacher and Student Adviser	1	<1

The power of statistical analysis would have been greatly reduced if 15 role factor categories were retained, as eight categories contained nine department chairs or fewer. Therefore, department chairs were regrouped into the five original role factors based on their highest role factor means. In many instances, chairs became members of more than one role factor category because of the ties in their highest role factor mean. After regrouping, the number of chairs in each group was: Department Leaders (38 chairs), Resource Managers (10 chairs), Faculty Leaders (59 chairs), Instructional Managers (133 chairs), and Student Advisers and Teachers (113 chairs). To emphasize: the total number of cases exceeds the 204 valid chair participants since chairs were placed into more than one category if there was a tie on the highest mean. For each new group of chairs, the mean

rating on the DCRTS for all items in that role factor was computed. The mean rating on the DCRTS for all items in that role factor was also computed for all of the chairs for whom the role factor was not their highest. These DCRTS ratings were compared via paired-samples *t*-tests, and the results are displayed in Tables 45. 46, 47, 48, and 49.

Table 45

Paired-Samples t-Tests for Department Leaders and all Other Role Factors on Time Spent on Department Leader Duties

	Department Leaders		All other role factors		
Item	*M*	*SD*	*M*	*SD*	*t* (200)
Time spent on Department Leader duties	2.38	0.46	2.27	0.54	-1.12

Table 46

Paired-Samples t-Tests for Resource Managers and all Other Role Factors on Time Spent on Resources Manager Duties

	Resource Managers		All other role factors		
Item	*M*	*SD*	*M*	*SD*	*t* (200)
Time spent on Resource Manager duties	2.58	0.63	2.12	0.55	-2.56*

*$p < 0.05$.

Table 47

Paired-Samples t-Tests for Faculty Leaders and all Other Role Factors on Time Spent on Faculty Leader Duties

	Faculty Leaders		All other role factors		
Item	*M*	*SD*	*M*	*SD*	*t* (200)
Time spent on Faculty Leader duties	2.29	0.62	2.07	0.57	-2.35*

*$p < 0.05$.

Table 48

Paired-Samples t-Tests for Instructional Managers and all Other Role Factors on Time Spent on Instructional Manager Duties

Item	Instructional Managers		All other role factors		
	M	*SD*	*M*	*SD*	*t* (200)
Time spent on Instructional Manager duties	2.45	0.65	2.26	0.63	-2.06*

*$p < 0.05$.

Table 49

Paired-Samples t-Tests for Teacher and Student Adviser and all Other Role Factors on Time Spent on Teacher and Student Adviser Duty

Item	Teacher and Student Adviser		All other role factors		
	M	*SD*	*M*	*SD*	*t* (200)
Time spent on Teaching and Student Adviser Duty	2.63	1.06	2.02	0.85	-4.38***

***$p < 0.001$.

In every instance except for that of the Department Leader role factor, statistically significant differences in mean ratings of time spent on role factors were found between department chairs who reported a role most important and those who did not. In every case, department chairs who ascribe more importance to a role factor also report that the time they spend on that same role factor makes it difficult for them to complete all of their other duties. In other words, department chairs seem to spend an intrusive amount of time doing the duties they feel are most important.

Phase I of the research first sought to determine department chair role factors for Illinois public community college department chairs. Five role factors were determined: Department Leader, Resource Manager, Faculty Leader, Instructional Manager, and Teacher and Adviser. Of the characteristic variables studied, the size of the academic department and chair load seemed to most influence the importance placed on these role factors by department chairs. Phase I also sought to determine whether role conflict and role overload existed in the Illinois public community college department chair status. A

number of the approaches to determining role conflict and role overload seemed to indicate their presence. In contrast to the literature, it was determined that department chairs experienced role overload because they were spending time doing the duties they found important, as opposed to duties they did not find as important.

Phase II Research Questions

Phase II studied the full and part-time faculty, department chairs, and the chief academic officer at one Illinois public community college: Exploratory Community College (ECC). Of 167 full-time teaching faculty, 94 participated in the study, yielding a response rate of 56.3%. Of the 431 individuals classified as part-time faculty by ECC, 70 participated in the study, giving a response rate of 16.2%. Of the nine department chairs, eight participated, giving a response rate of 88.9%. The chief academic officer also participated in the research. Table 50 displays the participants by academic department. To assure the anonymity of the participating institution, the names of the departments have not been given.

Table 50

Number of Full-Time Faculty, Part-Time Faculty, and Department Chairs Participants by Department

Department	Full-time	Part-time	Department chair
Department 1	15	3	Yes
Department 2	20	9	Yes

(table continues)

Table 50 (*continued*)

Department	Full-time	Part-time	Department chair
Department 3	10	9	Yes
Department 4	3	3	Yes
Department 5	11	10	Yes
Department 6	9	5	Yes
Department 7	8	3	Yes
Department 8	3	0	Yes
Department 9	15	28	No
Total	94	70	8

Research Question 6

Research question 6 asked whether full-time faculty, part-time faculty, and the chief academic officer at one Illinois public community college ascribed statistically significant differences of importance on the five role factors as compared to the department chairs at the same college. First, means of importance for each role factor were computed for 94 full-time faculty, 70 part-time faculty, one chief academic officer, and eight department chairs. These means are presented in Table 51.

Table 51

Role Factor Mean Ratings of Importance as Reported by Full-Time Faculty, Part-Time Faculty, Department Chairs, and the Chief Academic Officer at ECC

Position	Department Leader	Resource Manager	Faculty Leader	Instructional Manager	Teacher and Student Adviser
Full-time faculty					
M	5.63	5.53	6.02	5.66	4.12
SD	0.78	1.10	0.89	1.03	1.57
n	94.00	94.00	94.00	94.00	94.00

(table continues)

Table 51 (*continued*)

Position	Department Leader	Resource Manager	Faculty Leader	Instructional Manager	Teacher and Student Adviser
Part-time faculty					
M	5.66	5.11	5.95	5.86	4.09
SD	0.65	1.15	0.76	0.89	1.53
n	70.00	70.00	70.00	70.00	70.00
Chief academic officer					
M	6.11	5.60	6.67	6.67	3.00
SD	-	-	-	-	-
n	1.00	1.00	1.00	1.00	1.00
Department chairs					
M	5.94	5.58	6.08	6.38	3.88
SD	0.76	1.16	0.64	0.60	2.30
n	8.00	8.00	8.00	8.00	8.00

Next, paired-samples *t*-tests were employed to determine whether department chairs at ECC ascribed the same level of importance to the department chair role factors as did full-time faculty, part-time faculty, and the chief academic officer. Eight of nine department chairs at ECC participated in the study; accordingly, the full and part-time faculty for the one missing department, Department 9 in Table 48, was dropped from these analyses. This reduced the number of full-time faculty from 94 to 79, and the number of part-time faculty from 70 to 42.

First, a paired-samples *t*-test was executed to determine whether department chairs and full-time faculty at ECC ascribe the same level of importance to the factors. The results of the *t*-test are shown in Table 52.

Table 52

Paired-Samples t-Test for ECC Department Chairs and ECC Full-Time Faculty on Department Chair Role Factors

	Department chairs		Full-time faculty		
Role factor	*M*	*SD*	*M*	*SD*	*t* (7)
Department leader	5.94	0.76	5.72	0.28	-0.92
Resource manager	5.58	1.16	5.64	0.48	0.19
Faculty leader	6.08	0.64	5.99	0.28	-0.46
Instructional manager	6.38	0.60	5.76	0.40	-2.24
Teacher and student adviser	3.88	2.30	4.16	0.79	0.44

None of the mean ratings of importance was found to be significantly statistically different from one another. The results therefore seem to indicate that department chairs and their full-time faculty at ECC agree on the relative importance of the five department chair role factors.

A paired-samples *t*-test was then employed to determine whether department chairs and part-time faculty ascribe the same level of importance to the role factors. The results of the *t*-test are shown in Table 53.

Table 53

Paired-Samples t-Test for ECC Department Chairs and ECC Part-Time Faculty on Department Chair Role Factors

	Department chairs		Part-time faculty		
Role factor	*M*	*SD*	*M*	*SD*	*t* (7)
Department leader	5.94	0.76	5.69	0.28	-0.85
Resource manager	5.58	1.16	5.18	0.50	-0.84
Faculty leader	6.08	0.64	6.03	0.27	-0.32
Instructional manager	6.38	0.60	5.81	0.29	-2.39*
Teacher and student adviser	3.88	2.30	4.20	0.57	0.40

*$p < 0.05$.

A statistically significant difference was found on the mean rating of importance ascribed to the role factor Instructional Manager by department chairs and part-time faculty at ECC (department chairs: $M = 6.38$, $SD = 0.60$; part-time faculty: $M = 5.81$, $SD = 0.29$). This suggests that department chairs at this institution place more importance on the department chair's role of managing instructional activities than do part-time faculty. Recall that the Instructional Manager role factor comprises these duties: evaluate faculty performance; recruit and select faculty; and assign teaching and other related duties to faculty.

Finally, a one-sample *t*-test was executed in order to determine whether department chairs and the chief academic officer at ECC ascribe the same level of importance to the factors. The results are shown in Table 54.

Table 54

One-Sample t-Test for ECC Department Chairs and the ECC Chief Academic Officer on Department Chair Role Factors

	Department chairs		Chief academic officer		
Role factor	*M*	*SD*	*M*	*SD*	*t* (0)
Department leader	5.94	0.76	6.11	-	-0.63
Resource manager	5.58	1.16	5.60	-	-0.06
Faculty leader	6.08	0.64	6.67	-	-2.61*
Instructional manager	6.38	0.60	6.67	-	-1.39
Teacher and student adviser	3.88	2.30	3.00	-	1.08

*$p < 0.05$.

The only statistically significant difference in ratings of importance on the role factors between department chairs and the chief academic officer was on the Faculty Leader role (department chairs: $M = 6.08$, $SD = 0.64$; chief academic officer: $M = 6.67$, $SD = 0.00$). The chief academic officer rating of importance on Faculty Leader falls outside of

the 95% confidence interval of the department chair mean. This result suggests that the chief academic officer at ECC places more importance on the Faculty Leadership role of department chairs than do the department chairs. Recall that the three duties constituting Faculty Leader are: maintain conducive work climate, including reducing conflicts; provide informal faculty leadership, and encourage professional develop efforts of faculty.

In conclusion, research question 6 asked whether full-time faculty, part-time faculty, and the chief academic officer at one Illinois public community college ascribed statistically significant differences of importance on the five role factors as compared to the department chairs at the same college. While full-time faculty and department chairs seemed to agree on the importance of all five role factors, part-time faculty placed less importance on the Instructional Manager role factor than did department chairs. When comparing the department chairs to the chief academic officer, the groups differed only on the importance of the Faculty Leader role. Overall, ECC full-time faculty, part-time faculty, and the chief academic officer seem to ascribe a similar level of importance to the five department chair role factors as compared to their department chairs.

Research Question 7

The final research question asked whether ratings of importance on the role factors varied across two characteristic variables at ECC. The first variable of interest was the academic department. All faculty were categorized into one of nine ECC departments, based on their self-reported department. One-way ANOVAs with Tukey post hoc tests were run for the 94 participating full-time faculty. No statistically significant differences in ratings of importance on the role factors were found. One-way ANOVAs with Tukey post

hoc tests were also performed on the 70 part-time faculty. Again, no statistically significant differences in ratings of importance on the role factors were found.

The second variable of interest was length of service at ECC. All 94 full-time faculty participants were categorized into three terms of service: four years or less (33%), 4.5 to 8 years (n = 31), and 9 years or more (n = 32). Similarly, all 70 part-time faculty participants were categorized into three terms of service: two years or less (37%), 2.5 to 5.5 years (30%), and 6 years or more (33%). One-way ANOVAs with Tukey post hoc tests were run for full-time faculty, and then for part-time faculty. No statistically significant differences in ratings of importance on the role factors were found in any of the analysis.

Like the statewide sample of department chairs and chief academic officers, the ECC faculty were also asked, via an open ended question, to name duties that department chairs perform that did not appear on the modified Carroll and Gmelch (1992) list; 93 responses were collected. These responses are given in Appendix C. Employing Bogdan and Biklen's (2003) content analysis approach to categorization, five major activity codes were developed. These five, listed in order of number of responses that were associated with an activity code, were:

1. serving as a role model,
2. advocating for and supporting faculty,
3. delegating responsibility,
4. mediating conflict, and
5. leading efforts to recruit and retain students.

Of all faculty responses, 38 were not categorized into one of the five major activities codes. These 38 represent a diverse array of perceived duties. It is interesting that

the ECC faculty often suggested duties that were more akin to characteristics, whereas the department chairs and chief academic officers often suggested duties that were more like tasks.

Research question seven asked whether there was a relationship between the ratings of importance for each department chair role factor and department disciplinary composition and length of service for faculty at ECC. No differences were found. However, additional department chair duties provided by ECC faculty via open ended questions may indicate that faculty place importance on duties not considered in this research.

In conclusion, Phase II of the research sought to determine whether role conflict existed in the complete role set of faculty, department chairs, and the chief academic officer at one Illinois public community college. If faculty and the chief academic officer placed a different level of importance on certain role factors than did department chairs, these competing role expectations might have indicated role conflict. Results appear to indicate only minor disagreements on the importance of department chair role factors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The inherent conflicts and tensions in the department chair's undertakings have been highlighted regularly in the literature (Booth, 1982; Dyer & Miller, 1999; Gmelch & Burns, 1994; Gmelch & Gates, 1995; Gmelch & Miskin, 2004; Hubbell & Homer, 1997; Moses & Roe, 1990; Roach, 1976; Tucker, 1981). Positioned as an essential and important link between faculty and central administration, the department chair is lodged between conflicting sets of values, responsibilities, and roles (Dyer & Miller, 1999). In addition to this positional tension, chairs are also expected to perform a large number of job functions (Dressel et al., 1970; Hoyt & Spangler, 1979; Seagren et al., 1994; Tucker, 1981). The sources of these positional and temporal tensions should be of interest to many in higher education to reduce department chair stress and burnout, as well as to enhance the productivity of the typical organizational structure in community colleges and universities.

Role theory is the study of the predictability of expected human behavior given a certain social identity, called status, in a given situation (Biddle, 1986). It was selected as the theoretical framework for this study because it provided a framework with which to describe and analyze the behaviors and expectations associated with the status of department chair. Organizational role theory was chosen in particular, as it pays heed to the behaviors and relationships between those in a formal organization such as a community college. A central element of organizational role theory is role conflict, which addresses the realities of when closely related members of an organization hold different views of how another member should behave. The concept of role conflict, therefore, permitted this researcher to explore the views of how the role set of chief academic officers, faculty, and

department chairs believe department chairs should behave. Role overload, experienced by status holders who cannot meet all role set expectations within time constraints, was of interest as well.

Despite a significant number of publications describing the work of department chairs and the observed tension in this job, very few studies have used role theory to help conceptualize the research. Exceptions are provided by the works of Carroll and Gmelch (1992, 1994), who purposefully used role theory to inform their research on department chair roles. Ferst (2002) also employed role theory to determine department chair roles, and he also examined the role set of faculty, department chairs, and deans. However, these studies focused on department chairs at research universities, not community colleges.

The purpose of this survey study was twofold. In Phase I, Illinois public community college department chair roles were determined via principal components analysis. Using ratings of importance reported by the population of Illinois public community college department chairs on a modified version of Carroll and Gmelch's (1992) department chair duties questionnaire, principal components analysis was employed to determine an underlying factor structure. These factors were interpreted as roles, and subsequently analyzed in the context of role theory. Related to this, one-way ANOVAs and paired samples *t*-tests were employed to determine whether the preferred department chair role factor varied by academic discipline, departmental disciplinary composition, size of department, length of service as chair, whether the chair was elected by faculty or selected by administration, number of years served as a full-time faculty member prior to becoming department chair, and teaching load. Finally, using a modified version of Carroll and Gmelch's (1992) department chair duties questionnaire, and previously developed scales of

role conflict (Rizzo et al., 1970) and role overload (Netemeyer et al., 1995), as well as a new scale (Department Chair Relative Time Scale, DCRTS) developed by this researcher for this study, one-way ANOVAS and paired samples *t*-tests were used to determine the extent to which role conflict exists in the Illinois public community college department chair job. In Phase II, paired samples *t*-tests were employed to determine whether community college faculty, department chairs, and the chief academic officer at one Illinois public community college rate similarly or differently the importance of the department chair role factors determined in Phase I. One-way ANOVAs were used to determine whether the importance attributed to these department chair roles by faculty and department chairs at this one community college varied by departmental disciplinary composition or employee's length of service.

Summary and Discussion of Major Findings

This section is organized around the research questions.

Research Question 1: What level of importance do Illinois public community college department chairs attribute to 21 duties performed by department chairs?

Research question one asked Illinois public community college department chairs about the level of importance they placed on 21 department chair duties. The 204 respondents rated each duty on a 7-point Likert scale, with a rating of 7 indicating high importance and a rating of 1 indicating low importance. Department chairs' mean ratings of importance on 19 of the 21 duties were greater than 5.0, indicating that they placed considerable importance on the vast majority of the duties. The greatest importance was placed on recruiting and selecting faculty, with a mean rating of 6.45, and representing

their department to their college's administration, with a mean rating of 6.44. Three other duties were rated at 6.0 or higher: evaluate faculty performance, maintain conducive work climate, including reducing conflicts, and develop and initiate long-range departmental goals. In contrast, these department chairs were neutral about the importance of managing non-academic staff, which had a mean rating of 4.34, and obtaining and managing external funds such as grants and contracts, which had a mean rating of 3.54.

There is remarkable similarity between the results of this analysis and that of Carroll and Gmelch (1994). Carroll and Gmelch (1994) asked 800 department chairs at the 100 Carnegie Council Research I and II, and Doctorate Granting I and II institutions to rate the importance of 26 chair duties. Carroll and Gmelch (1994) created a ranked list of the chair duties by computing the percentage of chairs who rated each duty as a 4 or 5 (high) on the Likert scale. Recall that the 21 duties used in the present research are a subset of these 26. Table 55 compares ranking of perceived importance of the duties by department chairs in the current research to that of Carroll and Gmelch's (1994) research. Mean ratings were converted to rankings because the current research used a 7-point Likert scale, whereas Carroll and Gmelch's (1994) research used a 4-point Likert scale.

Table 55

Ranking Based on Aggregate Mean Score of the Importance Placed on Department Chair Duties in the Current Research Compared to Carroll and Gmelch's (1994) Research

Department chair duty	Rank in current research	Rank in Carroll & Gmelch (1994) research
Recruit and select faculty	1	1
Represent department to administration	2	2
Evaluate faculty performance	3	3
Maintain conducive work climate, including reducing conflicts	4	5
Develop and initiate long-range departmental goals	5	8
Inform faculty of department and college concerns	6	16
Solicit ideas to improve the department	7	13
Plan and evaluate curriculum development	8	20
Provide informal faculty leadership	9	9
Assign teaching and other related duties to faculty	10	14
Teach and advise students	11	15
Plan and conduct department meetings	12	17
Manage departmental resources (finances, facilities, equipment)	13	6
Prepare and propose budgets	14	11
Assure the maintenance of accurate departmental records	15	21
Participate in college committee work	16	26
Represent the department at professional meetings	17	25
Encourage professional development efforts of faculty	18	7
Coordinate departmental activities with constituents	19	24

(table continues)

Table 55 (*continued*)

Department chair duty	Rank in current research	Rank in Carroll & Gmelch (1994) research
Manage non-academic staff	20	18
Obtain and manage external funds (grants, contracts)	21	22
Encourage faculty research and publication	-	4
Remain current within academic discipline	-	10
Maintain research program and associated professional activities	-	12
Obtain resources for personal research	-	19
Select and supervise graduate students	-	23

Recruit and select faculty topped Carroll and Gmelch's (1994) list, with 92.81% of chairs rating it a 4 or 5, followed by represent department to administration, with 92.44% of chairs rating it a 4 or 5. These two duties were also the items ranked first and second in the present research. In addition, the third-ranked evaluate faculty performance, fourth-ranked maintain conducive work climate, including reducing conflicts, and the fifth-ranked develop and initiate long-range department goals ranked third, fifth, and eighth respectively on the 26-item Carroll and Gmelch (1994) list. It appears that there is noteworthy similarity between those duties that the surveyed community college department chairs and research university department chairs found most important.

While not as analogous, there is some correspondence between the duties rated as less important by Illinois public community college department chairs and the chairs studied by Carroll and Gmelch (1994). Obtain and manage external funds (grants, contracts), which was ranked last in the present research, ranked 22 of 26, with only 46.87% of chairs rating it with a 4 or 5 in the Carroll and Gmelch (1994) study. The second-least important duty in the current research, manage non-academic staff, rated 18 of

26, with 54.82% of Carroll and Gmelch's (1994) respondents rating it with a 4 or 5. The lowest-rated duty in Carroll and Gmelch's (1994) study, participate in college and university committee work, ranked 16 out of 21 in the current research. This furthers the argument that the surveyed community college and research university department chairs generally agree on the relative importance of many but not all department chair duties.

Department chairs were also asked, via an open-ended question, to name duties that department chairs perform that did not appear on the list of 21 duties. Seven category codes were developed via content analysis. These seven were: (a) handling student issues, (b) academic assessment, (c) recruiting students and marketing the department, (d) scheduling classes, (e) accreditation and program review, (f) textbook selection process, and (g) resolving conflicts, concerns, and complaints. These codes may be construed as additional duties that Illinois public community college department chairs regularly perform.

Research Question 2: Based on the importance attributed to these 21 duties and using principal components analysis, what factors determine department chair roles for Illinois public community college department chairs?

Using the mean ratings of importance determined in research question one and employing principal components analysis, five role factors were determined for Illinois public community college department chairs: Department Leader, Resource Manager, Faculty Leader, Instructional Manager, and Teacher and Student Adviser. These compare favorably with the four roles of Leader, Scholar, Faculty Developer, and Manager determined by Carroll and Gmelch (1992), but they may also highlight important differences between research university department chairs and community college department chairs. Table 56 compares the duties that constitute the role factors of the current research to that of Carroll and Gmelch's (1992) research. While the current

research asked chairs to rate duties on their importance, not on effectiveness performing them, there is a great deal of similarity in the lists.

Table 56

Comparison of Duties Constituting Role Factors in Present Research and in Carroll and Gmelch (1992)

Department chair duty	Role factor assignment	Carroll & Gmelch (1992)
Plan and evaluate curriculum development	Department Leader	Leader
Represent the department at professional meetings	Department Leader	Leader
Plan and conduct department meetings	Department Leader	Leader
Coordinate departmental activities with constituents	Department Leader	Leader
Develop and initiate long-range departmental goals	Department Leader	Faculty Developer
Solicit ideas to improve the department	Department Leader	Leader
Inform faculty of department and college concerns	Department Leader	Leader
Participate in college committee work	Department Leader	Leader
Represent department to administration	Department Leader	Faculty Developer
Assure the maintenance of accurate departmental records	Resource Manager	Manager
Manage departmental resources (finances, facilities, equipment)	Resource Manager	Manager
Prepare and propose budgets	Resource Manager	Manager
Manage non-academic staff	Resource Manager	Manager
Obtain and manage external funds (grants, contracts)	Resource Manager	Scholar
Maintain conducive work climate, including reducing conflicts	Faculty Leader	Faculty Developer
Provide informal faculty leadership	Faculty Leader	Faculty Developer
Encourage professional development efforts of faculty	Faculty Leader	Faculty Developer

(table continues)

Table 56 *(continued)*

Department chair duty	Role factor assignment	Carroll & Gmelch (1992)
Evaluate faculty performance	Instructional Manager	Faculty Developer
Recruit and select faculty	Instructional Manager	Faculty Developer
Assign teaching and other related duties to faculty	Instructional Manager	Manager
Teach and advise students	Teacher and Student Adviser	Was not assigned

All seven duties that constituted Carroll and Gmelch's (1992) Leader role are included in Department Leader. The additional two duties in Department Leader, develop and initiate long-range departmental goals and represent department to administration, had been part of Carroll and Gmelch's (1992) Faculty Developer role. However, this researcher noted that these two duties suggested actions related to departmental leadership, rather than just for an individual faculty member. Indeed, all nine duties are related to leadership of an academic unit rather than of an individual, and the term Department Leader was selected. Department leaders engage in idea cultivation and development, communication, and interfacing with a variety of constituents.

The role Resource Manager was attributed to the department chair duties that loaded on the second factor. The term Resource Manager was selected, in part, because four of the five duties that comprised Carroll and Gmelch's (1992) Manager role are included in this set of five duties. The fifth duty, obtain and manage external funds (grants, contracts) was the only Carroll and Gmelch (1992) Scholar role duty that had been retained in the present study. Taken together, these five duties suggest managerial activities such as supervision of records, creation and management of financial and physical resources, and directing employees involved with managing these activities on a daily basis.

The role Faculty Leader was attributed to the department chair duties that loaded on the third factor. The term Faculty Leader was selected in part because all three duties are contained in Carroll and Gmelch's (1992) Faculty Developer role. Unlike Departmental Leader, which comprises duties associated with guiding an entire academic unit, Faculty Leader includes leadership activities that specifically empower faculty members.

The role Instructional Manager was attributed to the department chair duties that loaded on the fourth factor. Two of the duties constituting Instructional Manager, recruit and select faculty and evaluate faculty performance, were contained in Carroll and Gmelch's (1992) Faculty Developer role, while the third, assign teaching and other related duties to faculty, was contained in Carroll and Gmelch's (1992) Manager role. Instructional Manager duties suggest managing faculty activities: the focus is on management of faculty activities rather than leadership.

The role Teacher and Student Adviser was attributed to the final, one-item factor. In Carroll and Gmelch's (1992) research, the duty "teach and advise students" did not load strongly on any of their four factors and was excluded from subsequent analyses. Whereas the other four role factors pertain to leadership and management of employees and their activities, "teach and advise students" deals directly with students. The acts of teaching and advising students are considerably different from the other department chair role factors. For these reasons, Teacher and Student Adviser was retained as the fifth and final factor.

As noted, there seems to be similarity in the grouping of duties in each of the roles found by Carroll and Gmelch (1992) for research university department chairs and those found in the present research for community college department chairs. This suggests that

research university department chairs and community college department chairs might take on roles that are more similar than different. However, three differences are worth noting.

First, as described in Chapter 3, five Carroll and Gmelch (1992) duties associated with their Scholar role were deleted from the research questionnaire. The theoretical basis for eliminating these duties was tied to the fact that as community college department chairs work in two-year degree institutions and therefore are not required to carry or support research programs, as research is not a community college mission (Cohen & Brawer, 1996). Historically, a role relating to scholarly activities has not been fitting for community college department chairs.

Second, it is worth noting that the duties associated with Carroll and Gmelch's (1992) Faculty Developer role are the ones most redistributed in the present research. These duties are found in Department Leader, Faculty Leader, and Instructional Manager roles. Interestingly, Carroll and Gmelch (1992) discussed how Faculty Developers helped faculty in three different areas: mediating relationship of faculty to the institution, professional development of faculty, and faculty evaluation. These areas are not unlike Department Leader, Faculty Leader, and Instructional Manager, respectively.

Finally, while the duty teach and advise students did not load strongly on any factor in the Carroll and Gmelch (1992) research, it loaded strongly as its own factor, independent of other factors, in the present research. This suggests that community college department chairs feel that their job requires a distinct role of Teacher and Student Adviser. As community colleges are thought of as primarily teaching institutions, this result is not surprising.

Findings related to this research question provide a possible way to conceptualize the roles of community college department chairs. No role is more important than another role, as evidenced by the high importance placed on the duties associated with these roles in research question one.

> Research Question 3: Do the community college department chair role factors vary by the department chair's (a) academic discipline, (b) department disciplinary composition, (c) size of department, (d) length of service as chair, (e) whether the chair was elected by faculty or selected by administration, (f) number of years served as a full-time faculty member before becoming chair, or (g) their teaching load while serving as department chair?

Illinois public community college department chairs are a diverse group in terms of their academic training, work history, and work environment. This research question sought to determine whether the department chairs placed different levels of importance on the determined role factors based on seven characteristic independent variables that describe the diversity of the overall group. In every case except the number of years served as a full-time faculty member before becoming chair, these variables did influence importance placed on the role factors.

For sub-question (a), chairs trained in soft-pure academic disciplines rated the importance of duties associated with the Resource Manager role factor significantly lower ($M = 4.4$) than did chairs trained in hard-applied ($M = 5.3$), soft-applied ($M = 5.2$), and trades fields ($M = 5.2$). For sub-question (b), chairs heading departments comprising soft-pure disciplines rated the importance of resource manager duties significantly lower ($M = 4.3$) than chair counterparts in trades ($M = 5.2$) and mixed departments ($M = 5.1$). There appears to be a pattern of chairs trained in soft-pure academic disciplines or leading departments with these disciplines, finding duties related to Resource Management, such as

managing records and preparing budgets, less important than chairs in other fields and departments. While not a perfect comparison, it is interesting to note Carroll and Gmelch (1994) found that chairs in hard disciplines rated the duty manage department resources higher than did chairs in soft disciplines at a statistically significant level.

Another finding in sub-question (b) was that chairs leading mixed departments rated teaching and advising students significantly lower ($M = 4.7$) than did chairs in hard-applied ($M = 6.6$) soft-applied ($M = 6.4$), and soft-pure ($M = 6.0$) departments. This suggests that chairs that lead departments of unlike Biglan categories, for example, Chemistry/Physics/Engineering, and Communications, Humanities, and Fine Arts, do not report that teaching and advising students is as important as chairs who lead departments organized along Biglan category lines.

Results of sub-question (c) indicate that the size of the department may have considerable influence on the importance chairs ascribed to certain roles. A considerable number of statistically significant differences in importance were found. First, department chairs heading larger departments rated the importance of duties associated with Faculty Leaders more highly than smaller departments. Also, chairs leading larger departments rated more highly in importance the duties associated with Instructional Managers. Conversely, chairs of departments with fewer full-time faculty rated more highly the Teacher and Student Adviser role factor than did chairs of bigger departments. Taken together, these results suggest that department chairs in larger departments place importance on leading and managing the undertakings of instructors, while chairs from smaller departments place more importance on actually doing the teaching.

Results from sub-question (d) also highlight the influence of a characteristic variable on the Teacher and Student Adviser role. Results revealed that chairs who had been serving in their position for more than eight years placed significantly more importance on teaching and advising students ($M = 6.4$) than did chairs who had been serving for less than two years ($M = 5.1$). This suggests that time in position may underscore to the chair his or her importance as a teacher and adviser to students, or, perhaps that as chairs master all other duties, they may be able to devote more time to teaching and advising and thus find it more important.

A statistically significant difference in importance was found for two role factors in the results for sub-question (e). Selected chairs placed more importance on Instructional Manager duties ($M = 6.21$) than did chairs who were elected ($M = 5.80$), but elected chairs placed more importance on teaching and advising students (elected: $M = 6.32$; selected: $M = 5.65$). These results suggest that chairs selected by administration ascribe greater importance to managing the undertakings of instructors rather than performing instruction themselves.

Finally, sub-question (g) asked whether there were differences in importance placed on the community college department chair role factors based on their chair load. The results revealed the same pattern of statistically significant differences of importance based on chair load for three of the role factors: Resource Manager, Faculty Leader, and Instructional Manager. In each instance, chairs released from teaching 25% of the time or less ascribed lower importance to duties associated with these roles than did chairs who were 50% released or 100% released. Taken together, these results suggest that chairs released only a little from teaching may consequently place less importance on many other

chair roles. Given this, it is not surprising that chairs released 100% from teaching rated the importance of teaching and advising students lower than all other categories.

Results of research question 3 indicate that certain characteristic variables of Illinois public community college department chairs influence the importance they ascribe to department chair roles. Of note was the frequency with which importance placed on the Teacher and Student Adviser role was related to characteristic variables. Of the seven characteristic variables, five revealed a statistically significant difference on Teacher and Student Adviser: department disciplinary composition, size of department, length of service as chair, whether the chair was elected by faculty or selected by administration, and teaching load.

Research Question 4: What level of importance do Illinois public community college chief academic officers attribute to 21 duties performed by department chairs?

Illinois public community college chief academic officers' mean ratings of importance on 17 of the 21 duties were greater than 5.0, indicating that they placed considerable importance on the vast majority of the duties. The greatest importance was placed on recruiting and selecting faculty, with a mean rating of 6.17, and evaluating faculty performance, also with a mean rating of 6.17. Of note is that these duties were rated by department chairs as first and third most important, respectively. Two duties were rated at 6.0 on the 7-point Likert scale: solicit ideas to improve the department, and provide informal faculty leadership. Chief academic officers were neutral about the three duties: represent the department at professional meetings, obtain and manage external funds (grant, contracts), and manage non-academic staff. These were ascribed ratings of 4.29, 3.75, and 3.67, respectively. Like department chairs, chief academic officers indicated that

none of the duties was unimportant. Overall, there are noteworthy similarities between department chairs and chief academic officers on the most important to least important department chair duties based on mean ratings of importance. Comparison of the Illinois public community college department chair and chief academic officer ranked ratings are given in Table 57.

Table 57

Ranked Comparison of Illinois Public Community College Department Chair and Chief Academic Officer Mean Ratings of Importance on the 21 Department Chair Duties

Department Chair Duty	Chief Academic Officer Ranking	Department Chair Mean Ranking
Recruit and select faculty	1 (tie)	1
Evaluate faculty performance	1 (tie)	3 (tie)
Solicit ideas to improve the department	3(tie)	7
Provide informal faculty leadership	3 (tie)	9
Maintain conducive work climate, including reducing conflicts	5	3 (tie)
Represent department to administration	6	2
Assign teaching and other related duties to faculty	7	10
Plan and conduct department meetings	8 (tie)	12
Develop and initiate long-range departmental goals	8 (tie)	5
Inform faculty of department and college concerns	10 (tie)	6
Plan and evaluate curriculum development	10 (tie)	8
Encourage professional development efforts of faculty	12	18

(table continues)

Table 57 (*continued*)

Department Chair Duty	Chief Academic Officer Ranking	Department Chair Mean Ranking
Participate in college committee work	13 (tie)	16
Coordinate departmental activities with constituents	13 (tie)	19
Prepare and propose budgets	15	13 (tie)
Teach and advise students	16	11
Manage departmental resources (finances, facilities, equipment)	17	13 (tie)
Assure the maintenance of accurate departmental records	18	15
Represent the department at professional meetings	19	17
Obtain and manage external funds (grants, contracts)	20	21
Manage non-academic staff	21	20

Chief academic officers were also asked, via an open-ended question, to name duties that department chairs perform that did not appear on the list, and content analysis led to three major activity codes: (a) negotiating and enforcing faculty union contracts, (b) coordinating academic assessment, and (c) assisting and promoting course and curriculum development.

Research Question 5: Does role conflict exist for the status of Illinois public community college department chair?

The overarching research question answered in research question 5 was: Does role conflict exist for the status of Illinois public community college chair? Six sub-questions were asked, each probing for role conflict.

Research Question 5(a): Does role conflict exist for the status of Illinois public community college department chair as measured by a difference in department chair and chief academic officer ratings of importance on role factors using the modified Carroll and Gmelch (1992) Department Chair Duty Scale?

Illinois public community college department chairs and chief academic officer responses were matched by college. Paired samples *t*-tests revealed no significant statistical differences on the ratings of importance on department chair role factors. This suggests that there is agreement between department chairs and chief academic officers who work at the same institution on the relative importance of department chair roles, and that no role conflict exists in this portion of the role set at the intuitional level.

Research Question 5(b): Does role conflict exist for the status of Illinois public community college department chair as measured by Rizzo, House, and Lirtzman's (1970) Role Conflict Scale?

The mean rating for all seven items of the Rizzo, House, and Lirtzman Role Conflict Scale as administered to department chairs was 4.44. Recalling that the absence of role conflict would be indicated by a rating of 1 on this 7-point Likert scale, it appears that there is mild to moderate role conflict for the status of department chair as measured by this scale. Of the seven items, "I work with two or more groups who operate quite differently" rated the highest, with a mean rating of 5.27, and was the only item with a rating greater than 5. As the department chair role set includes faculty, the department chair, and the chief academic officer, this suggests that the competing expectations of these three groups contribute considerably to department chair role conflict.

In addition, ANOVAs and *t*-tests were performed as appropriate to determine whether the Rizzo, House, and Lirtzman ratings varied by the seven characteristic variables explored in research question 3. There was no statistically significant difference in ratings among any of the categories within each of the characteristic variables.

Research Question 5(c): Does role overload exist for the status of Illinois public community college department chair as measured by Netemeyer, Burton, and Johnston's (1995) Role Overload Scale?

The mean rating for all three items of the Netemeyer, Burton, and Johnston Role Overload Scale as administered to department chairs was 5.06. Recalling that the absence of role overload would be indicated by a rating of 1 on this 7-point Likert scale, it appears that there is moderate role overload for the status of department chair as measured by this scale.

In addition, ANOVAs and *t*-tests were performed as appropriate to determine whether the mean rating on all items of the Netemeyer, Burton, and Johnston varied by the seven characteristic variables explored in Research Question 3. Two of these characteristics yielded statistically significant differences: Biglan academic department and length of service as a full-time faculty member before becoming department chair. Chairs who led departments in the modified Biglan category of trades reported a statistically significant greater amount of role overload ($M = 5.6$) than did those chairs who led hard-pure ($M = 4.5$) and soft-pure ($M = 4.6$) departments. This suggests that chairs leading departments of dissimilar Biglan disciplines feel they have more duties to complete than time in which to complete them. Also, chairs who had been faculty members less than three years reported statistically significant more role overload ($M = 5.7$) than chairs who had been serving three and a half to six years ($M = 4.5$). This suggests that chairs with little full-time faculty experience found that they had more chair duties to perform than time in which to perform them.

Research Question 5(d): Does role overload exist for the status of Illinois public community college department chair as measured by the Department Chair Relative Time Scale?

Chairs rated each of the 21 department chair duties from research question 1 on a 4-point Likert scale that indicated the extent to which they agreed with the statement, "In a typical semester, the amount of time I spend on this duty makes it difficult for me to complete all my other duties." A rating of 1 indicated strong disagreement with the statement, and a rating of 4 indicated strong agreement. The duty that was rated the highest was participate in college committee work, with a mean rating of 2.91. However, with a mean rating of 2.91, this duty falls between the ratings of 2, disagree, and 3, agree, suggesting that committee work does not have a major impact on chairs completing all of their other duties. These results suggest that no one duty seems to require so much time to complete that it makes it more difficult for the aggregate of department chairs to complete all of their other duties.

In addition, ANOVAs and *t*-tests were performed as appropriate to determine whether the mean rating on all items of the DCRTS varied by the seven characteristic variables explored in research question 3. Many statistically significant differences were found, as described in Chapter 4. This suggests that chairs described by different characteristic variables experience differently the demands placed on their time by. However, in almost all instances of statistical significance, the mean ratings on the duties compared was less than 3, once again indicating that the duty or duties in question did not have a major impact on the overall completion of all chair duties.

Of the many statistically significant differences, the following were of note, showing a mean rating of 3.0 or higher. Interestingly, in each instance, the duty is participate in college committee work. First, chairs who served as department chairs for eight or more years reported college committee work interfered less with getting the rest of

their duties done ($M = 2.5$) as compared to those who had been chair 2-5 years ($M = 3.0$), as well as those who had been chair 5.5-8 years ($M = 3.0$). Second, chairs who were selected by administration reported a statistically significant difference on time on the duty participate in college committee work (selected: $M = 3.10$; elected: $M = 2.79$) as compared to chairs who had been elected by faculty. Finally, chairs who had served as a full-time faculty member for 3 years or less reported a statistically significant difference on time spent participating in college committee work ($M = 3.3$) as compared to chairs who had been full-time faculty for 6.5 to 12 years ($M = 2.8$) and chairs who had been full-time faculty for 13 or more years ($M = 2.8$).

Research Question 5(e): Does role overload exist for the status of Illinois public community college department chair as measured by the summative measure on the Department Chair Relative Time Scale?

Department chairs rated on a 4-point Likert scale the extent to which they agreed with the statement, "Overall, in a typical semester, I feel that I have more duties to perform than time in which to perform them." A rating of 1 indicated strong disagreement with the statement and a rating of 4 indicated strong agreement. The mean was 2.99. As a rating of 3 indicates agreement, the results suggest that when department chairs consider the totality of all duties, they agree that they have more duties in a semester than time to perform them. This might indicate role overload.

In addition, ANOVAs and *t*-tests were performed as appropriate to determine whether the DCRTS summative measure rating varied by the seven demographic variables explored in research question 3. There was no statistically significant difference in ratings between any of the categories within each of the demographic variables.

Research Question 5(f): Does role conflict exist for the status of Illinois public community college department chair as observed in the relationship of department chair responses on the modified Carroll and Gmelch (1992) Department Chair Duty Scale and the Department Chair Relative Time Scale?

Department chairs were assigned into role factors based on their highest role factor means. The mean rating on the DCRTS for all items in that role factor was computed. The mean rating on the DCRTS for all items in that role factor was also computed for all of the chairs for whom the role factor was not their highest. These DCRTS ratings were compared via paired-samples *t*-tests. In every instance except for that of the Department Leader role factor, statistically significant differences in mean ratings of time spent on role factors were found between department chairs who reported a role most important and those who did not: time spent on resource manager duties by Resource Managers ($M = 2.58$) and all other role factors ($M = 2.12$), time spent on faculty leader duties by Faculty Leaders ($M = 2.29$) and all other role factors ($M = 2.07$), time spent on instructional manager duties by Instructional Managers ($M = 2.45$) and all other role factors ($M = 2.26$), and time spent on teaching and advising students by Teacher and Student Advisers ($M = 2.63$) and all other role factors ($M = 2.02$).

Note that in every case, department chairs who ascribe more importance to a role factor also report that the time they spend on that same role factor makes it difficult for them to complete all of their other duties. In other words, department chairs seem to spend an intrusive amount of time doing the duties they feel are most important. The literature strongly suggested that role conflict in one form or another was expected to be found in the community college department chair status, but role conflict usually pits opposite forces against each other: for instance, person-role conflict is defined as when requirements of the

role violate one's own moral values (Kahn et al., 1964). The literature seemed to suggest that role conflict would have arisen when chairs placed importance on one role but spent an interfering amount of time on another role or roles. The opposite was found in this instance, and the reasons are explored later in this chapter.

In conclusion, research question 5 asked whether role conflict and role overload existed for the status of Illinois public community college department chair. It appears that mild to moderate role conflict and role overload exists. A specific expression of role overload, namely, department chairs spending an inordinate amount of time performing roles they find more important, thus neglecting roles they find less important, may have been determined.

Research Question 6: Do department chairs attribute different importance to the department chair role factors when compared to full-time faculty, part-time faculty, and the chief academic officer at one Illinois public community college?

Research question 6 focused on the complete role set of faculty, department chairs, and the chief academic officer at Exploratory Community College (ECC). Paired-samples *t*-tests were employed to determine whether department chairs at ECC ascribed the same level of importance to the department chair role factors as did full-time faculty, part-time faculty, and the chief academic officer. There was no statistically significant difference found in the ratings of full-time faculty and department chairs, indicating that department chairs and their full-time faculty at ECC agree on the relative importance of the five department chair role factors. A statistically significant difference was found on the mean rating of importance ascribed to the role factor Instructional Manager by department chairs and part-time faculty at ECC (department chairs: $M = 6.38$; part-time faculty: $M = 5.81$). This suggests that department chairs at this institution place more importance on the

department chair's role of managing instructional activities than do part-time faculty. The only statistically significant difference in ratings of importance on the role factors between department chairs and the chief academic officer was on the Faculty Leader role (department chairs: $M = 6.08$; chief academic officer: $M = 6.67$). This result suggests that the chief academic officer at ECC places more importance on the Faculty Leadership role of department chairs than do the department chairs. With minor exceptions, ECC full-time faculty, part-time faculty, and the chief academic officer seem to ascribe a similar level of importance to the five department chair role factors as compared to their department chairs. This result may be related to the result of Research Question 5, sub-question (a), when it was found that there was agreement between department chairs and chief academic officers who work at the same institution on the relative importance of department chair roles. It is possible that institutional culture may norm the expectations that members of a role set have of one another in Illinois public community colleges.

Research Question 7: Is there a relationship between the ratings of importance for each department chair role factor and (a) department disciplinary composition or (b) length of service at one Illinois public community college?

Research question 7 focused on the faculty of Exploratory Community College (ECC). One-way ANOVAs found no statistically significant difference on the importance ascribed to the department chair role factors based on the departmental disciplinary composition for full or part-time faculty. Similarly, one-way ANOVAs found no statistically significant difference on the importance ascribed to the department chair role factors based length of service of full-time and part-time faculty. Once again, results indicate that there may be general agreement among employees of the same institution on the importance of the roles of department chairs.

Conclusions and Implications: Phase I

The two overarching questions this study sought to answer were (a) What are the roles that describe Illinois public community college department chairs, and (b) Does role conflict exist for the status of Illinois public community college department chair? Five roles were determined: Department Leader, Resource Manager, Faculty Leader, Instructional Manager, and Teacher and Student Adviser. In addition, it was concluded that role conflicts exists, to a moderate extent, in the department chair status.

Using survey data collected from a statewide sample of Illinois public community college department chairs who rated in importance 21 duties typically performed by department chairs, principal components analysis determined five department chair roles: Department Leader, Resource Manager, Faculty Leader, Instructional Manager, and Teacher and Student Adviser. As noted by Carroll and Gmelch (1992), these roles should not be viewed as ideal types, as department chairs must perform many roles in their job. Accordingly, these roles, which are to some extent different from the roles found by Carroll and Gmelch (1992), give insight into the various roles that Illinois public community college department chairs assume in their daily undertakings. They should be viewed as the differences in emphasis a department chair must bring to the position.

Department Leaders engage in idea cultivation and development, communication, and interfacing with a variety of constituents in order to advance the academic unit they chair. Resource Managers supervise records, create and manage financial and physical resources, and direct employees involved with managing those activities in order to direct the affairs of the department. Faculty Leaders lead activities that specifically empower

faculty members and create an environment for the professional success of faculty. Instructional Managers select faculty and direct their day-to-day affairs. Teachers and Student Advisers engage in the instruction and mentoring of students.

The definition of role provided by Kahn et al. (1964) is the activities that are performed by one of a certain status. It is suggested that role conflict may be more likely to be experienced by the status of Illinois public community college department chair, because the status has not one role, but five. Each time a role sender transmits a message, the department chair must perceive the message and then situate it in a particular role. In turn, the department chair response to the role sender is influenced by the role he or she is responding from, which may or may not be the role the sender had perceived. Thus, in addition to the variety of types of role conflict described by Kahn et al. (1964), Illinois public community college department chairs have the potential to experience role conflict if the pressures exerted by role senders are intended for one of the five roles but the chair responds from another of the five roles.

These five roles determined in this research are not substantially different from the four roles found by Carroll and Gmelch (1992) for research university department chairs: Leader, Scholar, Faculty Developer, and Manager. As discussed in Chapter 3, the role Scholar is not relevant to community college department chairs. But of the remaining three roles, community college department chairs seemingly recombined these roles into four, more distinctive, delineations: Department Leader, the leadership of the department, versus Faculty Leader, the leadership of the faculty; and Resource Manager, the management of the department, versus Instructional Manager, the management of the faculty. This suggests that to Illinois public community college department chairs, leadership and management

are not only two different constructs, but that these chairs differentiate duties that serve the department from duties that serve the faculty. The fifth role, Teacher and Student Adviser, was also determined for these community college department chairs. This role, appreciably different from the other four roles as well as from Carroll and Gmelch's (1992) four roles, may reflect that community colleges are regarded as teaching institutions. Those who choose to chair departments at community colleges may place great importance on teaching and interacting with students, and thus feel it is a role apart from the other activities associated with being a department chair.

In addition to comparing these determined role factors with Carroll and Gmelch (1992), who used role theory as their framework and whose questionnaire was the basis for the present research, comparison to Ferst's (2002) research is also very appropriate. Ferst (2002) selected role theory as a framework and used Carroll and Gmelch's (1992) questionnaire for his research on department chair roles at one Research I university. He determined five role factors: Scholar, Leader, Manager, Faculty Developer I, and Faculty Developer II. The duties associated with Carroll and Gmelch's (1992) roles match up almost exactly with Ferst's identically named roles, and as noted previously, the duties associated with role factors in the present research are not substantially different from Carroll and Gmelch's (1992) either. However, as noted in Chapter 2, it is not apparent how Faculty Developer I and Faculty Developer II are differentiated on time of service of faculty member, as Ferst (2002) contended. Of note, however, is that three of the four duties associated with Ferst's Faculty Developer II role are the three duties that constitute Instructional Manager in the present research. Perhaps the present research offers an alternate interpretation of Ferst's (2002) Faculty Developer II role. If so, and since all three

duties that constitute Faculty Leader in the present research are among the duties that comprise Faculty Developer I in Ferst's (2002) research, perhaps there is evidence already in the literature of department chairs differentiating roles that describe managing faculty versus leading or developing faculty.

In sum, while community college department chairs rate similarly in importance department chair duties and assume roles comparable to research university department chairs, there are subtle differences in community college department chair roles associated with the way they conceptualize leadership and management, as well as the importance they place on teaching and advising students.

The size of the academic department may have considerable influence on the importance chairs place on department chair roles. A distinct pattern emerged, suggesting that department chairs in larger departments placed greater importance on leading and managing the undertakings of instructors, while chairs from smaller departments placed more importance on actually doing the teaching. That is, chairs from large departments rated more highly the importance of the Faculty Leader and Instructional Manager roles than did chairs from smaller departments, while chairs from smaller departments rated more highly the importance of the Teacher and Student Adviser role. Implications are that chairs from smaller departments may be reluctant to take a leadership or management stance over faculty because they may identify strongly as faculty members themselves.

The other characteristic variable that seems to have considerable influence on the importance chairs place on department chair roles is chair load. Chairs released from teaching 25% of the time or less ascribed lower importance to the duties associated with Resource Manager, Faculty Leader, and Instructional Manager than did chairs who were

50% released or 100% released. In addition, chairs released 100% from teaching rated the importance of teaching and advising students lower than did chairs in the other three categories. Implications are that chairs released relatively little from teaching may identify more as faculty members than as administrators, as they ascribe a great deal of importance on the Teacher and Student Adviser role and relatively little importance on three of the other four department chair roles.

The second overarching research question was whether role conflict existed for the status of Illinois public community college department chair. Six analytical approaches to determining the presence of role conflict and role overload were executed. It was concluded role conflict and role overload exist to mild to moderate extent.

The statewide sample of department chairs rated items on previously established scales of role conflict (Rizzo et al., 1970) and role overload (Netemeyer et al., 1995), and results indicate the presence of role conflict and role overload. The mean of all department chair responses on the role conflict scale was 4.44, with a standard deviation of 1.45. Recalling that the absence of role conflict would be indicated by a rating of 1 on this 7-point scale, it appears that there is mild to moderate role conflict for the status of department chair as measured by this scale. The mean of all department chair responses on the role overload scale was 5.06 with a standard deviation of 1.80. Recalling that the absence of role overload would be indicated by a rating of 1 on this 7-point scale, it appears that there is moderate role overload for the status of department chair as measured by this scale. These scales thus established that role conflict and role overload exist in a general sense for the status of Illinois public community college department chair.

The remaining four analytical approaches to determining role conflict and role overload were developed for the current research and had the capacity to determine the specific roots of role conflicts or overloads for Illinois public community college department chairs. First, the presence of role conflict was investigated in the partial role set of Illinois public chief academic officers and department chairs. Matched by institution, the 22 chief academic officers and their department chairs rated in importance the same 21 department chair duties, and no statistically significant differences in the importance they ascribed to the five department chair role factors were found. It was concluded that department chairs and chief academic officers that work at the same institution appear to agree on the relative importance of department chair roles. This suggests that intra-sender conflict (Kahn et al., 1964) is not a noteworthy source of role conflict for Illinois public community college department chairs. That is, chief academic officers do not send role expectations that are viewed as incompatible by the department chairs.

Role overload was not detected by the Department Chair Relative Time Scale (DCRTS). No duty had a mean rating of 3.0 or higher, suggesting that no one duty had a major impact on chairs completing all of their other duties. It was concluded that no singular duty, or a particular collection of duties, was a source of role overload. However, the summative question on the DCRTS revealed role overload. The mean rating for all department chairs was 2.99 with a standard deviation of 0.97. The results suggest that when department chairs consider the totality of all duties, they agree that they have more duties in a semester than time to perform them. This exemplifies the definition of role overload, namely, when a status holder cannot comply with all sent role pressures, even if all of the role pressures are deemed legitimate by the status holder (Kahn et al., 1964). It is therefore

concluded that chairs indeed experience role overload because of the myriad of duties they must simultaneously perform. It is consequently not unreasonable to suggest that Illinois public community college department chairs experience role overload because of the five roles they take on, since the roles are comprised by these same duties.

Finally, role conflict was observed in the relationship of department chair responses on the modified Carroll and Gmelch (1992) Department Chair Duty Scale and the Department Chair Relative Time Scale. Except for the Department Leader role factor, statistically significant differences in mean ratings of time spent on role factors were found between department chairs who reported a role most important and those who did not. That is, department chairs who ascribe more importance to a role factor also report that the time they spend on that same role factor makes it difficult for them to complete all of their other duties. In other words, department chairs seem to spend an intrusive amount of time doing the duties they feel are most important.

Kahn et al. (1964) observed that role overload contains aspects of both inter-sender role conflict and person-role conflict. Recall that Kahn et al. defined inter-sender conflict as when different members of the same role set exert opposite pressures, and person-role conflict as when requirements of the role violate one's own moral values. Prior research had anticipated that department chairs who favored one role factor but who felt obliged by members of their role set to perform other roles, or who felt obliged to perform other roles even though they did not care for them, to experience role conflict. For Resource Manager, Faculty Leader, Instructional Manager, and Teacher and Student Adviser, chairs who ascribe more importance to that role factor also reported that the time they spent on that role factor made it difficult for them to complete all of their other duties. An implication of

this finding is that department chairs may unknowingly introduce role overload into their jobs by spending relatively too much time performing duties they find most important. As noted previously, there is no one ideal role; department chairs must perform all roles. It appears that department chairs may not be neglecting roles they find less important as much as they are spending too much time the role they find most important.

Conclusions and Implications: Phase II

In Phase II of the research, an exploratory study was conducted at ECC to examine whether role conflict existed in the complete role set of full-time faculty, part-time faculty, department chairs, and the chief academic officer. Only a small amount of department chair role conflict appears to exist at ECC when measured this way; it is localized to chairs placing more importance on their role of managing the day-to-day affairs of part-time faculty than the part-time faculty do, and to the chief academic officer placing more importance on the chairs' role of developing and leading faculty than the chairs do. Given the results of Research Question 5, sub-question (a), when agreement was found between department chairs and chief academic officers who work at the same institution on the relative importance of department chair roles, it is possible that institutional culture may narrow the expectations that members of a role set have of one another in Illinois public community colleges. As some role theorists believe that role expectations are the result of norms (Biddle, 1986), it is possible that ECC's chief academic officer, department chairs, and faculty share very similar ideas about acceptable behaviors in ECC's organization. However, this phase of the research was intended to be exploratory, and no far-reaching conclusions or implications were expected.

Recommendations for Educational Policy and Practice

This study determined department chair roles for Illinois public community college department chairs and detected a moderate amount of role conflict and role overload in the Illinois public community college department chair job. The Phase I sample was comprised by a statewide sample of department chairs and chief academic officers responding to a web-based questionnaire from late 2006 through early 2007. It is possible, with caution, to generalize the findings to all public community college department chairs and chief academic officers in the state of Illinois. Generalization to other states or countries is left to the reader to determine after reading the descriptive information provided herein. Phase II of the study, comprising the faculty, department chairs, and the chief academic officer at one Illinois public community college, was intended to be an exploratory study of the complete department chair role set and not meant to be generalizable. The recommendations presented in this section are related to Phase I of the study only.

1. Individual community college department chairs should recognize to which role they ascribe the most importance. This research suggests that department chairs spend more time on the role they find most important. As Carroll and Gmelch (1992) noted, there is no one ideal department chair role; all roles must be fulfilled in order to meet the obligations of the job. Since this research also suggests that Illinois public community college department chairs experience role overload, a chair spending too much time on the role he or she finds most important may lead to tension and low job satisfaction. Self-realization of this expression of role overload may permit chairs to organize their work in alternate ways, thus reducing tension and improving job satisfaction.

2. Prepare community college full-time faculty as well others for positions as department chairs through professional development programs. Department chairs have historically come from the faculty ranks and have been given no special training as they transition from faculty to administrator. But in the present research, 16% of department chair respondents indicated that they had never served as full-time faculty, demonstrating that not all department chairs rise through the full-time faculty ranks. No matter the path, orientation to the particular duties and roles of being a community college department chair is essential. In particular, this research

revealed that time management issues may be of particular importance to new department chairs, as role overload was detected in this research.

3. Professional organizations and community colleges should offer continuous professional development opportunities designed for the community college department chair. Sustained, targeted opportunities for chair professional development are as important as initial development. This research revealed that the importance that department chairs placed on the Teacher and Student Adviser role changed over their length of service as chair, highlighting the need for changing professional development opportunities. In addition, time management skills of chairs changed over length of service as chair, as highlighted by chairs earlier in their career feeling that college committee work took up too much of their time as compared to chairs with more experience. Different professional development opportunities for chairs of different lengths of service may be appropriate.

4. Executive administrators in community colleges should monitor the variety of duties community college department chairs are asked to undertake and the time these duties involve in order to retain department chairs. One of the major findings of this research was that community college department chairs experience role overload. This suggests that community college department chairs feel that they have more legitimate duties to perform than time in which to perform them. Administrators need to monitor whether chairs are being asked to perform an increasing number duties or whether the duties are becoming more complex. If so, redistribution of these duties, or reorganization of the department chair's job, may be required. Netemeyer, Burton, and Johnston (1995) found that role overload is highly correlated with role conflict; role conflict in turn is negatively correlated to job satisfaction, which in turn influences organizational commitment, intention to leave, and turnover. Decreasing or removing teaching obligations from the department chair job description, or introducing administrative layers above or below the department chairs, such as deans above or assistant department chairs below, are possible ways of permitting department chairs to accomplish all duties. This may in turn increase retention of department chairs.

5. Executive administrators in Illinois public community colleges should consider the results of this research in recruitment and selection of department chairs and in succession planning. This study provides, for the first time, a strongly grounded profile of Illinois public community college department chairs. Knowing the roles of department chairs should assist executive administrators in accurately describing the department chair job to prospective chairs. Related, in institutions where chairs are elected by faculty, the same profile should assist prospective faculty candidates in assessing their interest and willingness to stand for the position.

Recommendations for Further Study

This study determined department chair roles for Illinois public community college department chairs and detected a moderate amount of role conflict and role overload in the Illinois public community college department chair job. The recommendations presented in this section are related to Phase I of the study only unless otherwise noted.

Recommendations for further research related to this study are:

1. Repeat this study with community college department chairs in other states, as well as at the national level. As community colleges are organized differently in every state, and as community colleges reflect the locality which they serve, it is unknown whether the roles Department Leader, Resource Manager, Faculty Leader, Instructional Manager, and Teacher and Student Adviser describe community college department chairs outside of public community colleges in Illinois.

2. Develop a list of duties specific to community college department chairs and determine community college department chair roles based on those duties. The 21 duties used in this research were derived from studies of university department chairs. This researcher was unable to find any list of duties or tasks developed from rigorous research on community college department chairs. Open-ended question solicitation of additional duties from department chairs, chief academic officers, and faculty in this research provided a rich listing of duties, providing a starting point for future research. A community college department chair duty list created from original, observational method, research on community college department chairs is warranted, and would advance our understanding of community college department chair duties and roles.

3. Further explore the impact of department size on department chair roles. As noted previously, department chairs in larger departments placed importance on leading and managing the undertakings of instructors, while chairs from smaller departments placed importance on actually doing the teaching. Executive community college administrators organizing or reorganizing academic departments would find this research of particular importance, as size of department may influence the importance their department chairs place on these roles, and thus possibly influence academic services and leadership structure at that institution. Additional quantitative research that probes for variables that influence the effect department size has on the importance department chairs place on these roles, is warranted. For example, is department size related to organizational structure, and organizational structure determines what roles a department chair would identify as most important?

4. Further explore the impact of chair load on the department chair roles. Results from this research suggest that chairs released only a little from teaching may consequently place less importance on department chair roles other than Teacher and Student Adviser. More research is required to understand why this is the case. Additional quantitative research may help determine whether chairs that are released very little from teaching simply don't have time for other roles, whether others at the college perform those roles, and so forth. Executive community college administrators deciding how much release from teaching to give to department chairs will be interested in understanding how chair load influences the importance the chairs ascribe to the other required department chair roles involving leadership and management of the department and faculty.

5. Further explore the role of Teacher and Student Adviser. In the current research, Teacher and Student Adviser stood alone as a one-item role factor, and in Carroll and Gmelch's (1992) research, it did not strongly load onto any of the other role factors. This suggests that teaching and advising students may be a duty and/or role which distinguishes community college department chairs from department chairs in other sectors of higher education. Additional quantitative research that compares the importance, effectiveness, value, or time spent on teaching and advising students by community college and four-year institution department chairs is required to confirm and further explore this finding.

6. Explore the differences between being an elected versus a selected department chair. Elected department chairs have been viewed as more loyal to the faculty, while selected department chairs have been viewed as more loyal to administration (Vernon, 1979). The current research may provide data that contributes to these perceived loyalties. Selected chairs placed more importance on Instructional Manager duties than did elected chairs, and elected chairs placed more importance on teaching and advising students. That is, elected chairs placed more importance the typical faculty duty of teaching and advising students, while the selected chairs placed more importance on administrative, managerial duties. Could it be that because elected chairs find teaching and advising students important that administrators and faculty view them as being loyal to faculty? Could it be that because selected chairs find managing important that administrators and faculty view them as being loyal to administration? As dedicated research is rare in this area, a formal quantitative study that compares demographic and characteristic variables of elected and selected department chairs is suggested as a starting point. In addition, a study that formally researches the perceptions of faculty and administrators as to the loyalty of department chairs is suggested.

7. Explore whether local institutional culture influences the role expectations of the department chair role set. This research discovered that department chairs and chief academic officers at the same institution agree on the importance of department chair roles. It is possible that institutional culture may norm the expectations that members of a role set have of one another in Illinois public community colleges. Case study research is suggested to determine whether institutional norming exists,

what form it takes, and how it impacts the expectations of the department chair role set.

8. Create a role conflict instrument that might be used in community college department chair professional development activities. While Phase II of the research was intended to be exploratory, the approach of studying the complete role set of faculty, department chairs, and the chief academic officer may produce useful institutional information. If statistically significant differences in importance of department chair roles exist within an institution, it would behoove the members of the role set to identify the differences to reduce role conflict, stress, and tension, as well as work more efficiently and effectively. First, additional refinement and validation of the Phase II questionnaire is required to assure its validity for the relatively small department chair role sets. Then, research is required to produce suggestions for interpreting results. For example, if a chief academic officer found the Instructional Manager role statistically more important than did their department chairs, and those department chairs found Faculty Leader statistically more important than did their chief academic officer, what kind of training would be appropriate for this group in order to reduce role conflict?

9. Encourage additional research regarding the characteristics, work environment, and roles of community college department chairs. The vast majority of books and articles describing department chairs focus almost exclusively on research university department chairs (Dressel et al., 1970; Gmelch & Miskin, 2004; Hecht et al., 1999; Hoyt & Spangler, 1979; McLaughlin et al., 1975; Moses & Roe, 1990; Roach, 1976; Smart & Elton, 1976; Tucker, 1981). As evidenced in this research, some assumptions may be made about the similarities and differences between community college department chairs and other department chairs in higher education. However, a coordinated, expansive, mixed-methods study needs to be undertaken in order to understand, and consequently take advantage, of the skills and potentials of this understudied, large group of community college leaders.

10. Encourage research of department chairs using the framework of job crafting as the theoretical lens. Wrzesniewski and Dutton (2001) acknowledge that jobs are defined by the activities that an employee undertakes and that these activities form the basic relationship between the employee and the organization. However, Wrzesniewski and Dutton (2001) argue that employees may alter the form of expected work activities by changing task boundaries, cognitive boundaries, and relational boundaries. As was described in Chapter 2, the department chair leads with ambiguous claims on authority in a fluid academic setting, and is expected to fulfill an extensive number of duties. In addition, the present research suggests that Illinois public community college department chairs spend disproportionate amounts of time performing roles they find more important, although all roles must be fulfilled. This suggests these chairs alter job activities. Job crafting, with its emphasis on studying how employees shape, mold, and redefine their jobs, may produce additional understanding of the community college department chair status, including their roles and role conflict.

11. Develop a research-based discipline categorization scheme similar to Biglan's (1973a) for community college disciplines. The well established, oft-used Biglan categorization scheme for academic disciplines was not developed taking common community college occupational disciplines into consideration; therefore, many occupational disciplines do not automatically fit into the existing categories. While Trades and Developmental categories were created for the present research, they were not derived in the same theoretical approach as soft-pure, soft-applied, hard-pure, and hard-applied, so their usefulness may be limited. Important research on the influence that community college academic disciplines have on any number of dependent variables can then be conducted.

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APPENDIX A

DEPARTMENT CHAIR RESPONSES

Table A1

Department Chair Responses On ICCB Generic Course Disciplines Classified Into Modified Biglan Categories

ICCB generic course disciplines	None	Develop-mental	Hard-applied	Hard-pure	Soft-applied	Soft-pure	Trade	Total
	2							2
Agriculture			7					7
Architecture and Environmental Design					1			1
Area, Ethnic, and Cultural Studies						1		1
Biological Sciences/Life Sciences				16				16
Business Management and Administrative Services					13			13
Communications						7		7
Computer and Information Sciences			12					12
Education					12			12
Engineering			2					2
Engineering Related Technologies							7	7
English as a Second Language		1						1
English Language and Literature/Letters						14		14
Foreign Languages and Literature						1		1
Health Professions and Related Sciences							27	27
Home Economics					1			1
Liberal Arts And Sciences – General Studies and Humanities						5		5
Library Science			1					1
Marketing Operations/Marketing and Distribution					2			2
Mathematics				15				15
Mechanics and Repairers							3	3
Parks, Recreation, Leisure, and Fitness Studies			2					2
Philosophy and Religion						2		2
Physical Sciences				12				12
Protective Services							2	2
Psychology						7		7
Science Technologies							4	4
Social Sciences and History						14		14
Visual and Performing arts					11			11
Total	2	1	24	43	40	51	43	204

Table A2

Department Chair Responses on Open-Ended Academic Department Classified Into Modified Biglan Categories

Department Chair Datum Entry	Hard-applied	Hard-pure	Soft-applied	Soft-pure	Trades	Mixed	Total
Accounting Dept			1				1
Africab American Studies				1			1
agricultural and horticultural sciences department	1						1
Agriculture	1						1
Agriculture & Industrial Technology					1		1
Air Conditiong, Heating and Refrigeration Techanology and Facilities Management and Enginerring Program					1		1
Allied Health					3		3
Allied Health Division					1		1
Anthropology-Sociology				1			1
Applied Science and Technology					1		1
Applied Sciences					1		1
Applied Technologies					1		1
Art			1				1
Arts and Communication						1	1
Arts, Social Sciences, Mathematics, and Physical Education						1	1
Arts/Communications/Social Sciences						1	1
Associate Dean, Behavioral Sciences and Education						1	1
AUTOMOTIVE TECHNOLOGY					1		1
behavioral science				1			1
Behavioral Sciences				1			1
Biological and health sciences						1	1
Biological Sciences		1					1
Biology		3					3
BIOLOGY		1					1
Biology Department		1					1
Business			3				3
Business & Agri-Industries						1	1
Business & Computer Informations Systems division						1	1
business & technology						1	1
Business & Technology						1	1
Business & Technololgy Division						1	1
Business and Applied Science						1	1

(table continues)

Table A2 (*continued*)

Department Chair Datum Entry	Hard-applied	Hard-pure	Soft-applied	Soft-pure	Trades	Mixed	Total
BUSINESS AND COMPUTER INFORMATION SYSTEMS						1	1
Business and Economics			1				1
Business and Information Systems						2	2
Business and Information Technology						1	1
Business Department, Chairman			1				1
Business Divison			1				1
Business Technology and Workforce Development					1		1
Business, Continuing Education, and Workforce Development						1	1
Business, Management, International Business and Marketing			1				1
Business, Occupational and Technical					1		1
Career Technologies					1		1
Career Technologies Division					1		1
Chemistry		1					1
Chemistry/Physics/Engineering						1	1
CIS	1						1
co-chair Communication and Humanities				1			1
Communication and Behavioral Sciences				1			1
Communication Arts, Humanities and Fine Arts						1	1
Communications				1			1
Communications Department				1			1
Communications, Humanities and Fine Arts						1	1
Communications, Literature, and Foreign Languages				1			1
computer info and office systems	1						1
Computer Information Systems	1						1
Computer Information Technology					1		1
Computer Integrated Technologies					1		1
Computer Science & Office Technology						1	1
Computer Science and Information Technology						1	1
Criminal Justice					2		2
Culinary Arts and Hospitality Management					1		1

(table continues)

Table A2 (*continued*)

Department Chair Datum Entry	Hard-applied	Hard-pure	Soft-applied	Soft-pure	Trades	Mixed	Total
Dental Hygiene					1		1
Department of Biology and Biotechnology						1	1
Department of Life Science, Health and Physical Education	1						1
Department of Music			1				1
Department of Occupational Programs					1		1
Dept. of Economics, History & Political Science						1	1
Division of Allied Health, Math, Science & Technology						1	1
Division of Nursing and Allied Health					1		1
Early Childhood Education			1				1
Earth Science / Geography/ Geology						1	1
Education			1				1
Electronics and Computer Technologies					1		1
Engineering,Science and Technologies						1	1
English				3			3
english and critical studies				1			1
English and Language Studies				1			1
English, Mathematics, Education						1	1
English, Speech, and Theater						1	1
English/World Languages				1			1
Fine and Applied Arts						2	2
Fine Art, English, and Humanities						1	1
fine arts			1				1
Fine Arts			2				2
Fine Arts and Education			1				1
Fire Science					1		1
Foreign Language/ESL						1	1
Geography				1			1
Graphic Design					1		1
Health & Human Services					1		1
Health and Human Performance					1		1
Health and Life Sciences						1	1
Health and Sciences						1	1
Health Careers					1		1
Health Careers & Public Services						1	1
Health Careers and Public Safety					1		1
Health Information Technology					1		1
Health Professions					2		2

(table continues)

Table A2 (*continued*)

Department Chair Datum Entry	Hard-applied	Hard-pure	Soft-applied	Soft-pure	Trades	Mixed	Total
Health Professions and Sciences						1	1
Health Sciences					1		1
Health Sciences and Public Service (2 Departments)						1	1
History and Political Science				1			1
human services					1		1
humanities				1			1
Humanities				4			4
Humanities and Performing Arts						1	1
Humanities and Philosophy				1			1
humanities and social sciences				1			1
Humanities Department				1			1
Information Management Systems and Business						1	1
Liberal Arts				1			1
Life Science		1					1
Life Sciences		1					1
Marketing			1				1
Marketing, Management, General Business			1				1
Mass Communication				1			1
Math & Science Division		1					1
Math & Sciences Division		1					1
Math / Science		1					1
Math, Engineering, Phys, Bio, Health, Chem						1	1
Math, Science, and Engineering Division						1	1
Math/Science/Education						1	1
Math/Science/Engineering/ Health Professions						1	1
mathematics		1					1
Mathematics		6					6
Mathematics and Computer Science						1	1
Mathematics and Engineering Technology						1	1
Mathematics and Science		1					1
Mathematics and Sciences		1					1
Mathematics Department		1					1
Mathematics/Computer Science						1	1
Music			1				1
Natural Science		1					1
Natural Sciences		2					2
Natural Sciences and Engineering						1	1
Natural Sciences/Physical Education/FireScience/EMS						1	1
nursing					1		1

(table continues)

Table A2 (*continued*)

Department Chair Datum Entry	Hard-applied	Hard-pure	Soft-applied	Soft-pure	Trades	Mixed	Total
Nursing					4		4
Nursing and Allied Health					1		1
Nursing Education and Allied Health					1		1
Nursing, Allied Health & HPE					1		1
Occupational Technologies					1		1
Philosophy				1			1
Physical Education	4						4
physical science		2					2
Physical Science		2					2
Physical Science Department		2					2
Physical Sciences		1					1
Physical Therapist Assistant					1		1
Science Department		1					1
Science/Mathematics		1					1
Sciences		1					1
Sign Language Interpreting Program AND ASL Studies Department				1			1
Social and Behavioral Sciences				2			2
Social and Business Sciences						1	1
Social Science				1			1
Social Science Department				1			1
Social Science, Education, and Library Services						1	1
Social Sciences				3			3
Social Sciences and Human Services						1	1
Social Sciences Division				1			1
Social, Behavioral, and Educational Studies						1	1
Social/Behavioral Sciences				1			1
Technology					3		3
Technology Division					1		1
Technology, Mathematics & Physical Sciences						1	1
Theatre, speech and Journalism			1				1
TOTALS	10	35	20	38	48	53	204

APPENDIX B

SURVEYS

Master Department Chair Survey

1. Consent Letter

Thank you for your willingness to participate in research I am conducting with Dr. Debra Bragg at the Educational Organization and Leadership Department at the University of Illinois at Urbana-Champaign (UIUC).

Your participation is voluntary and we do not anticipate any risk greater than normal life with this research. Your choice to participate or not will not impact your status at your college or your relationship with UIUC. Your answers will be completely confidential and your responses will not be linked in any way to your name or e-mail address. The results of this research may be disseminated as part of a dissertation, journal article, educational or conference presentation. No identifying information will be included in any presentation of the research. The online questionnaire is delivered via SurveyMonkey technology. When you submit your questionnaire, your contact information will be automatically removed from the SurveyMonkey contact list and never connected to your answers in any way. I project it will take you 20 -25 minutes to complete the survey.

Should you have any questions or concerns, please call me during business hours at (217) 351-2280, or during evening hours at (217) 352-5020. Alternately, you may e-mail me at kmyoung@uiuc.edu. You may view the Human Subjects Approval granted by the UIUC Institutional Review Board by following https://netfiles.uiuc.edu/kmyoung/www/IRB_Approval.htm

If you have any questions about your rights as a research participant, you may contact the Bureau of Educational Research at 217-333-3023 or the Institutional Review Board at 217-333-2670.

Please print a copy of this letter for your records.

Thank you very much for helping with this study.

Sincerely,

Kristine Young
Ed.D. Candidate
College of Education
University of Illinois
217.351.2280 or 217.352.5020
kmyoung@uiuc.edu

My Supervising Faculty Member:
Dr. Debra Bragg
Educational Organization and Leadership Department
University of Illinois
351 Education Building
1310 S. 6th St.
Champaign, IL 61820
217.344.8974
dbragg@uiuc.edu

Master Department Chair Survey

2. Introduction

First, you will be asked a number of demographic questions.

3. Discipline

1. Use the drop-down box to select the academic discipline that best describes your academic training and/or the area you have taught at your community college.

4. Department Chaired

2. Please provide the name of the academic department you chair at your community college.

3. How many years have you been a department chair at your current community college?

4. How many years total have you been a community college department chair anywhere?

Note: Recall that I realize that not all campuses use the job title "department chair," but your title and job description match the definition of department chair I am using in my research. This is why I have invited you to complete this survey.

Master Department Chair Survey

5. FT Fac?

5. Have you also served as a full-time faculty member at the community college level?

- ◯ Yes
- ◯ No

6. Years FT Fac

6. How many years did you serve as a full-time faculty member before becoming a department chair?

7. Release

7. Which of the following best describes your load?

- ◯ 100% department chair load
- ◯ 75% department chair, 25% faculty load
- ◯ 50% department chair, 50% faculty load
- ◯ 25% department chair, 75% faculty load
- ◯ No release from teaching while serving as department chair

8. Were you elected by faculty or selected by administration to your department chair position?

- ◯ Elected
- ◯ Selected

Master Department Chair Survey

8. FTE

9. How many full-time faculty are in your department?

10. How many part-time faculty are in your department?

11. How many degree and certificate programs are offered in your department?

9. Duties Intro

In the next portion of this survey, you will be asked to rate in importance 21 duties typically performed by department chairs.

Master Department Chair Survey

10. Duties_1

12. Please read each of the department chair duties listed below. Then, indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as a department chair.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Recruit and select faculty	◯	◯	◯	◯	◯	◯	◯
Evaluate faculty performance	◯	◯	◯	◯	◯	◯	◯
Maintain conducive work climate, including reducing conflicts	◯	◯	◯	◯	◯	◯	◯
Encourage professional development efforts of faculty	◯	◯	◯	◯	◯	◯	◯
Provide informal faculty leadership	◯	◯	◯	◯	◯	◯	◯
Develop and initiate long-range departmental goals	◯	◯	◯	◯	◯	◯	◯
Plan and conduct department meetings	◯	◯	◯	◯	◯	◯	◯

11. Duties_2

13. Continue to read each of the department chair duties listed below and indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as a department chair.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Solicit ideas to improve the department	◯	◯	◯	◯	◯	◯	◯
Assign teaching and other related duties to faculty	◯	◯	◯	◯	◯	◯	◯
Inform faculty of department and college concerns	◯	◯	◯	◯	◯	◯	◯
Plan and evaluate curriculum development	◯	◯	◯	◯	◯	◯	◯
Coordinate departmental activities with constituents	◯	◯	◯	◯	◯	◯	◯
Represent department to administration	◯	◯	◯	◯	◯	◯	◯
Represent the department at professional meetings	◯	◯	◯	◯	◯	◯	◯

Master Department Chair Survey

12. Duties_3

14. Continue to read each of the department chair duties listed below and indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as a department chair.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Participate in college committee work	○	○	○	○	○	○	○
Obtain and manage external funds (grants, contracts)	○	○	○	○	○	○	○
Manage departmental resources (finances, facilities, equipment)	○	○	○	○	○	○	○
Teach and advise students	○	○	○	○	○	○	○
Manage non-academic staff	○	○	○	○	○	○	○
Assure the maintenance of accurate departmental records	○	○	○	○	○	○	○
Prepare and propose budgets	○	○	○	○	○	○	○

13. Time on Duties Intro

In the next portion of this survey, you will be asked about the amount of time you spend on these same 21 duties.

Master Department Chair Survey

14. Time on Duties_1

15. Please indicate the extent to which you agree with the following statement:

"In a typical semester, the amount of time I spend on this duty makes it difficult for me to complete all of my other duties."

	Strongly Disagree	Disagree	Agree	Strongly Agree
Recruit and select faculty	◯	◯	◯	◯
Evaluate faculty performance	◯	◯	◯	◯
Maintain conducive work climate, including reducing conflicts	◯	◯	◯	◯
Encourage professional development efforts of faculty	◯	◯	◯	◯
Provide informal faculty leadership	◯	◯	◯	◯
Develop and initiate long-range departmental goals	◯	◯	◯	◯
Plan and conduct department meetings	◯	◯	◯	◯

Master Department Chair Survey

15. Time on Duties_2

16. Continue to indicate the extent to which you agree with the following statement:

"In a typical semester, the amount of time I spend on this duty makes it difficult for me to complete all of my other duties."

	Strongly Disagree	Disagree	Agree	Strongly Agree
Solicit ideas to improve the department	◯	◯	◯	◯
Assign teaching and other related duties to faculty	◯	◯	◯	◯
Inform faculty of department and college concerns	◯	◯	◯	◯
Plan and evaluate curriculum development	◯	◯	◯	◯
Coordinate departmental activities with constituents	◯	◯	◯	◯
Represent department to administration	◯	◯	◯	◯
Represent the department at professional meetings	◯	◯	◯	◯

Master Department Chair Survey

16. Time on Duties_3

17. Continue to indicate the extent to which you agree with the following statement:

"In a typical semester, the amount of time I spend on this duty makes it difficult for me to complete all of my other duties."

	Strongly Disagree	Disagree	Agree	Strongly Agree
Participate in college committee work	◯	◯	◯	◯
Obtain and manage external funds (grants, contracts)	◯	◯	◯	◯
Manage departmental resources (finances, facilities, equipment)	◯	◯	◯	◯
Teach and advise students	◯	◯	◯	◯
Manage non-academic staff	◯	◯	◯	◯
Assure the maintenance of accurate departmental records	◯	◯	◯	◯
Prepare and propose budgets	◯	◯	◯	◯

Master Department Chair Survey

17. Participant-Added Duties

18. Are there duties that department chairs perform that did not appear on the list? If so, please name them on the numbered lines below.

On the same line, indicate on a scale of 1 (low) to 7 (high) the duty's relative importance to you as a department chair.

Also on the same line, indicate whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with the statement: "In a typical semester, the amount of time I spend on this duty makes it difficult for me to complete all of my other duties."

1.
2.
3.
4.
5.

Note: You may click on "Prev" in order to review the duties or change your ratings.

Master Department Chair Survey

18. Summary Time Question

19. Indicate the degree to which you agree with the following statement:

Overall, in a typical semester, I feel that I have more duties to perform than time in which to perform them.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly Agree

19. RC Scale

20. Now, read each of the following statements while thinking of your job as department chair. Indicate the degree to which the condition exists for you on a scale of 1 (very false) to 7 (very true).

	1 (Very False)	2	3	4	5	6	7 (Very True)
I receive incompatible requests from two or more people.	◯	◯	◯	◯	◯	◯	◯
I receive an assignment without the personnel to complete it.	◯	◯	◯	◯	◯	◯	◯
I have to buck a rule or policy in order to carry out an assignment.	◯	◯	◯	◯	◯	◯	◯
I work with two or more groups who operate quite differently.	◯	◯	◯	◯	◯	◯	◯
I have to do things that should be done differently.	◯	◯	◯	◯	◯	◯	◯
I do things that are apt to be accepted by one person and not accepted by others.	◯	◯	◯	◯	◯	◯	◯
I receive an assignment without adequate resources and materials to execute it.	◯	◯	◯	◯	◯	◯	◯

Master Department Chair Survey

20. RO Scale

21. Finally, read each of the following statements while thinking of your job as department chair. Indicate the degree to which the condition exists for you on a scale of 1 (very false) to 7 (very true).

	1 (Very False)	2	3	4	5	6	7 (Very True)
I have more obligations than I can handle during the time that is available.	◯	◯	◯	◯	◯	◯	◯
I do not have enough time to complete my work.	◯	◯	◯	◯	◯	◯	◯
I find to do my job correctly I must work too many hours.	◯	◯	◯	◯	◯	◯	◯

21. Thank You

Thank you for participating in this study. Please click "Submit" below to submit your responses and exit the survey.

Master CAO Survey

1. Consent Letter

Thank you for your willingness to participate in the research project I am conducting with Dr. Debra Bragg at the Educational Organization and Leadership Department at the University of Illinois at Urbana-Champaign (UIUC).

Your participation is voluntary and we do not anticipate any risk greater than normal life with this research. Your choice to participate or not will not impact your status at your college or your relationship with UIUC. Your answers will be completely confidential and your responses will not be linked in any way to your name or e-mail address. The results of this research may be disseminated as part of a dissertation, journal article, educational or conference presentation. No identifying information will be included in any presentation of the research. The online questionnaire is delivered via SurveyMonkey technology. When you submit your questionnaire, your contact information will be automatically removed from the SurveyMonkey contact list and never connected to your answers in any way. I project it will take you 10 minutes to complete the survey.

Should you have any questions or concerns, please call me during business hours at (217) 351-2280, or during evening hours at (217) 352-5020. Alternately, you may e-mail me at kmyoung@uiuc.edu. You may view the Human Subjects Approval granted by the UIUC Institutional Review Board by following https://netfiles.uiuc.edu/kmyoung/www/IRB_Approval.htm

If you have any questions about your rights as a research participant, you may contact the Bureau of Educational Research at 217-333-3023 or the Institutional Review Board at 217-333-2670.

Please print a copy of this letter for your records.

Thank you very much for helping with this study.

Sincerely,

Kristine Young
Ed.D. Candidate
College of Education
University of Illinois
217.351.2280 or 217.352.5020
kmyoung@uiuc.edu

My Supervising Faculty Member:
Dr. Debra Bragg
Educational Organization and Leadership Department
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1310 S. 6th St.
Champaign, IL 61820
217.344.8974
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Master CAO Survey

2. Demographic Questions

1. Use the drop-down box to select the academic discipline that best describes your academic training and/or the area you might have taught at the community college level.

2. How many years have you been the chief academic officer at your current community college?

3. How many years total have you been a community college chief academic officer anywhere?

4. Are department chairs elected by faculty or selected by administration at your community college?

- ◯ Elected
- ◯ Selected

3. Duties Introduction

In the next portion of this survey, you will be asked to rate in importance 21 duties typically performed by department chairs. Answer from your perspective as a chief academic officer.

Recall that my definition of department chair is *the administrator of an academic unit and primary representative of that unit to internal and external entities*. In community colleges, departments are most often comprised by multiple related academic disciplines rather than just a single discipline. I realize that your campus may not use the title "department chair," but I ask you to bring to mind the individuals who meet my definition on your campus.

Master CAO Survey

4. Duties_1

5. Please read each of the department chair duties listed below. Then, indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as the chief academic officer.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Recruit and select faculty	◯	◯	◯	◯	◯	◯	◯
Evaluate faculty performance	◯	◯	◯	◯	◯	◯	◯
Maintain conducive work climate, including reducing conflicts	◯	◯	◯	◯	◯	◯	◯
Encourage professional development efforts of faculty	◯	◯	◯	◯	◯	◯	◯
Provide informal faculty leadership	◯	◯	◯	◯	◯	◯	◯

5. Duties_2

6. Continue to read each of the department chair duties listed below and indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as the chief academic officer.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Develop and initiate long-range departmental goals	◯	◯	◯	◯	◯	◯	◯
Plan and conduct department meetings	◯	◯	◯	◯	◯	◯	◯
Solicit ideas to improve the department	◯	◯	◯	◯	◯	◯	◯
Assign teaching and other related duties to faculty	◯	◯	◯	◯	◯	◯	◯
Inform faculty of department and college concerns	◯	◯	◯	◯	◯	◯	◯

Master CAO Survey

6. Duties_3

7. Continue to read each of the department chair duties listed below and indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as the chief academic officer.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Plan and evaluate curriculum development	◯	◯	◯	◯	◯	◯	◯
Coordinate departmental activities with constituents	◯	◯	◯	◯	◯	◯	◯
Represent department to administration	◯	◯	◯	◯	◯	◯	◯
Represent the department at professional meetings	◯	◯	◯	◯	◯	◯	◯
Participate in college committee work	◯	◯	◯	◯	◯	◯	◯

7. Duties_4

8. Continue to read each of the department chair duties listed below and indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as the chief academic officer.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Obtain and manage external funds (grants, contracts)	◯	◯	◯	◯	◯	◯	◯
Manage departmental resources (finances, facilities, equipment)	◯	◯	◯	◯	◯	◯	◯
Teach and advise students	◯	◯	◯	◯	◯	◯	◯
Manage non-academic staff	◯	◯	◯	◯	◯	◯	◯
Assure the maintenance of accurate departmental records	◯	◯	◯	◯	◯	◯	◯
Prepare and propose budgets	◯	◯	◯	◯	◯	◯	◯

Master CAO Survey

8. Participant-Added Duties

9. Are there duties that department chairs perform that did not appear on the list? If so, please name them on the numbered lines below.

On the same line, also indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you as a chief academic officer.

1.
2.
3.
4.
5.

Note: You may click on the "Prev" button in order to review the duties or change your ratings.

9. Thank You

Thank you for participating in this study. Please click "Submit" below to submit your responses and exit the survey.

Master Faculty Survey

1. Consent Letter

Thank you for your willingness to participate in the research project I am conducting with Dr. Debra Bragg at the Educational Organization and Leadership Department at the University of Illinois at Urbana-Champaign (UIUC).

Your participation is voluntary and we do not anticipate any risk greater than normal life with this research. Your choice to participate or not will not impact your status at Parkland or your relationship with UIUC. Your answers will be completely confidential and your responses will not be linked in any way to your name or e-mail address. The results of this research may be disseminated as part of a dissertation, journal article, educational or conference presentation. No identifying information will be included in any presentation of the research. The online questionnaire is delivered via SurveyMonkey technology. When you submit your questionnaire, your contact information will be automatically removed from the SurveyMonkey contact list and never connected to your answers in any way. I project it will take you 10 minutes to complete the survey.

My status as your Parkland colleague may raise questions in your mind. Please be assured that you are under no obligation or pressure to participate. This survey aims to determine the importance faculty place on typical department chair duties. Keep in mind that this is not an evaluation of your particular department chair. Because of the manner in which the questionnaire has been constructed and delivered, I will not be able to ascertain individual responses. All faculty responses will be aggregated for reporting purposes.

Should you have any questions or concerns, please call me during business hours at (217) 351-2280, or during evening hours at (217) 352-5020. Alternately, you may e-mail me at kmyoung@uiuc.edu. You may view the Human Subjects Approval granted by the UIUC Institutional Review Board by following https://netfiles.uiuc.edu/kmyoung/www/IRB_Approval.htm

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Please print a copy of this letter for your records.

Thank you very much for helping with this study.

Sincerely,

Kristine Young
Ed.D. Candidate
College of Education
University of Illinois
217.351.2280 or 217.352.5020
kmyoung@uiuc.edu

My Supervising Faculty Member:
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Educational Organization and Leadership Department
University of Illinois
351 Education Building

Master Faculty Survey

1310 S. 6th St.
Champaign, IL 61820
217.344.8974
dbragg@uiuc.edu

2. Demographic Questions

1. Use the drop-down box to select the academic discipline that best describes your academic training and/or the area you teach at the community college level.

2. Please provide the name of the academic department in which you do most of your teaching at this community college.

3. Are you a full-time or part-time faculty member at this community college?

◯ Full-time ◯ Part-time

4. How many years have you held this faculty position at this community college?

5. How many years total have you been a community college faculty member anywhere? Include years of part-time and full-time service in your answer.

Master Faculty Survey

3. Duties Introduction

In the next portion of this survey, you will be asked to rate in importance 21 duties typically performed by department chairs. Answer from your perspective as a faculty member.

4. Duties_1

6. Please read each of the department chair duties listed below. Then, indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as a faculty member.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Recruit and select faculty	◯	◯	◯	◯	◯	◯	◯
Evaluate faculty performance	◯	◯	◯	◯	◯	◯	◯
Maintain conducive work climate, including reducing conflicts	◯	◯	◯	◯	◯	◯	◯
Encourage professional development efforts of faculty	◯	◯	◯	◯	◯	◯	◯
Provide informal faculty leadership	◯	◯	◯	◯	◯	◯	◯

5. Duties_2

7. Continue to read each of the department chair duties listed below and indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as a faculty member.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Develop and initiate long-range departmental goals	◯	◯	◯	◯	◯	◯	◯
Plan and conduct department meetings	◯	◯	◯	◯	◯	◯	◯
Solicit ideas to improve the department	◯	◯	◯	◯	◯	◯	◯
Assign teaching and other related duties to faculty	◯	◯	◯	◯	◯	◯	◯
Inform faculty of department and college concerns	◯	◯	◯	◯	◯	◯	◯

Master Faculty Survey

6. Duties_3

8. Continue to read each of the department chair duties listed below and indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as a faculty member.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Plan and evaluate curriculum development	◯	◯	◯	◯	◯	◯	◯
Coordinate departmental activities with constituents	◯	◯	◯	◯	◯	◯	◯
Represent department to administration	◯	◯	◯	◯	◯	◯	◯
Represent the department at professional meetings	◯	◯	◯	◯	◯	◯	◯
Participate in college committee work	◯	◯	◯	◯	◯	◯	◯

7. Duties_4

9. Continue to read each of the department chair duties listed below and indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you from your perspective as a faculty member.

	1 (Low Importance)	2	3	4	5	6	7 (High Importance)
Obtain and manage external funds (grants, contracts)	◯	◯	◯	◯	◯	◯	◯
Manage departmental resources (finances, facilities, equipment)	◯	◯	◯	◯	◯	◯	◯
Teach and advise students	◯	◯	◯	◯	◯	◯	◯
Manage non-academic staff	◯	◯	◯	◯	◯	◯	◯
Assure the maintenance of accurate departmental records	◯	◯	◯	◯	◯	◯	◯
Prepare and propose budgets	◯	◯	◯	◯	◯	◯	◯

Master Faculty Survey

8. Participant Added Duties

10. Are there duties that department chairs perform that did not appear on the list? If so, please name them on the numbered lines below.

On the same line, also indicate on a scale of 1(low) to 7 (high) the duty's relative importance to you as a faculty member.

1.
2.
3.
4.
5.

Note: You may click on the "Prev" button in order to review the duties or change your ratings.

9. Thank You

Thank you for participating in this study. Please click "Submit" below to submit your responses and exit the survey.

APPENDIX C

OPEN-ENDED CHAIR DUTY QUESTIONS

Department Chair Responses Categorized Into Activity Codes

Handling Student Issues

Address student concerns/complaints
Address student appeals
Manage/resolve student complaints and concerns
Added office hours for students
Work with "problem" students
Student disciplinary issues
Student complaints/issues
Listen to student concerns
Resolve student issues
Handling student complaints
Advising students on mandatory placement
Discipline students
Listening to faculty / student concerns
Address student complaints
Responding to current student inquires and concerns
Addressing student complaints
Student issues
Dealing with student complaints
Handling student issues
Manage student complaints

Academic Assessment

Prepare outcomes assessment reports for departments
Assessment work as Chair
Departmental assessment
Coordinates course and program outcomes assessment
Coordinate college assessment program
Coordination of assessment activities
Managing the assessment process
Program assessment
Assessment
Departmental assessment activities
Responsible for department assessment program
Co-chair campus assessment
Assessment of Student Academic Achievement Projects and Report
Program and course level outcomes assessment
Assessment
Tabulate course assessment data
Assessment activities
Assessment of Student Learning initiative

Recruiting Students and Marketing the Department

Answering queries from students and community members concerning my department
Marketing programs
Market the department
Recruit students for programs
Evening/Weekend recruiting
Market academic programs
Recruit
Market the college
Responding to potential student inquires
Recruitment
Market program and recruit students
Recruit and admit students to programs
Marketing programs
Recruitment of students
Marketing of programs
Marketing and Public Relations for the department
Marketing of programs
Marketing

Scheduling Classes

Scheduling
Prepare course offerings
Prepare class schedules
Course scheduling
Schedule classes - assure program delivery
Course scheduling
Prepare the course schedule for each semester
Develop schedule of classes
Prepare class timetable
Schedule courses
Develop all discipline course schedules
Be part of any discussion on classroom and lab usage for specific program area
Prepare course schedules
Scheduling of courses
Planning the schedule each semester and assigning classrooms
Course schedules

Accreditation and Program Review

North Central study committee
Generates program review reports
Conduct program reviews
Program reviews
Outside accreditation requirements
Program review
Program review
Chair criterion committee for accreditation
Program review
Accreditation liaison - NASM
Coordinate compliances with external accrediting agency
Accreditation
Program review
Chair a committee for our reaccredidation with HLC

Textbook Selection Process

Reviewing and acquiring materials relevant to teaching
Coordinate textbooks
Textbooks for division
Monitor textbook orders
Choosing texts for unassigned courses
Instructional functions - book orders, articulation
Textbook selection
Textbook/software ordering/management
Work with bookstore
Coordinate ordering of books for next semester
Select and order books
Book orders
Monitoring book orders
Textbook orders for department

Resolving Conflicts, Concerns, and Complaints

Faculty/Administration conflicts
Faculty/Faculty conflicts
Faculty/Student conflicts
Student/Instructor conflict issues
Lack of understanding of departmental needs by administration
Resolve student conflicts
Conflict resolution with students
Conflict resolution with faculty
Mostly it's managing the conflicts that come from mismanagement and poor communication among various areas of the school

Uncategorized

Internal Politics
Uncooperative Faculty
Keeping current in my field
Assigned projects
Answer questions from Counselors
Support adjunct
Various academic administrative tasks
Prepare and proof catalog copy
Evaluate adjunct faculty
Ensure department academic integrity
Chair departmental hiring committees
Orient new faculty
Develop new curriculum
Monitor construction of classrooms
Answering email
Participate/lead college wide initiatives
Attend/participate in college wide meetings
Interpret and implement contract
Prepare reports
Board of Trustee meetings
Political meetings
Some corporate meetings
Serve in community organizations
Solve physical plant problems
Resolve SPAM messages
Attend meeting that have no purpose
Curriculum development
Update catalog and other forms
Coordinate competency based testing for nursing students
Attending meetings to discuss college wide issues
Human Resources paperwork for hiring part-time and full-time faculty
Following union contracts for differing part-time and full-time faculty unions
Fill out contracts for part-time faculty
Review paperwork for full-time faculty pay
Prepare labs
Evaluate transcripts to enforce prerequisites
None
Hire/Fire/Develop part-time faculty
Conduct, interpret & write-up Student Opinion Polls (surveys) on teaching performance of instructors - SA
Find internships for students
Dual credit process
Adjunct evaluations
Oversee 2 ECE centers

Manage daily "administrivia"
Placement
Department chair meetings
Cover for faculty in their absence
Participate in set-up and training for campus computer system
Maintain equipment
Conduct formal or informal meetings with faculty
Attend public events and ceremonies
Order supplies
Oversee clerical help
Coordinate advisory committees
Miscellaneous meetings
Negotiate contracts
Coordinate purchasing
Manage local politics
Recruit advisory committee members
Fundraise for the college
Chair college initiatives
Work associated with Early Entry College
Running special events
Coordinate dual credit courses
Conduct strategic planning
Completing paperwork required by the college
Give input to Deans for capital purchases
Determine capital equipment needed for department
Recruiting, interviewing adjunct faculty
Attending department chair meetings
Observe and evaluate new faculty
Advise and counsel individual faculty
Learn new technology
Training new faculty
Making sure facility is adequate
Making sure equipment is adequate
Approval of timecards
Developing new programs
Expense approval
Write departmental final exams
Maintain departmental final exam test banks
Reports to state
Reports used by college
Supervise other programs (PE, Hygiene)
Telephone and emails
Working with advisory boards
Placing students in internships
Interdisciplinary development
Finding substitutes for absent adjuncts

Student evaluation coordination for adjunct faculty & nontenured faculty
Community relations
Outreach to the community
International work
Organization public forums
Mentoring adjunct faculty
Many others - we have a chart that lists them all
Intercollegiate collaborations
Project manager of department related projects
Grant writing
Problem solving technical resources
Problem solving inherited issues
Complete paperwork/forms associated with the running of the department
Keeping up with department- or college- related email correspondence
Partner with industry/business
Partner with public schools
Create articulation agreements with universities and secondary schools
Participate in community organizations
Advise student organizations
Represent department to exterior
Personnel issues besides managing conflicts
Coordinate technology resources
Oversee tenure portfolios
Recruit and hire adjunct faculty
College wide priorities
Involvement in transitional periods
Personnel issues / recalcitrant faculty
Assist with college's conversion to new management information system
Participate in strategic planning process at the college
Attending school functions, plays, etc.
Dealing with dual credit across our district
Computer lab problems
Scholarship chair
Faculty Retreat
Term faculty mixer

Chief Academic Officer Responses Categorized Into Activity Codes

Negotiating and Enforcing Faculty Union Contracts

Enforce faculty bargaining agreement
Union faculty negotiations

Coordinating Academic Assessment

Provide leadership for assessment of student learning
Coordinate assessment efforts
Coordinate assessment activities

Assisting and Promoting Course and Curriculum Development

Oversee and approve the various delivery systems for courses in their discipline
Promote curriculum development
Assists with the development of new courses

Uncategorized

Recruit and select faculty
Chair department meetings
Assign teaching duties
Inform faculty of department concerns
Teach and advise students
Assign classes in a timely manner
Collaborate with other Department Chairs
Chairs are elected, BUT administration can veto or accept the recommendation of the department faculty.
Assessment of adjunct faculty
Chair math search committee
Mentor full and part-time faculty 6
Oversee JETS test
Facilitates textbook selection
Serve as an agent of reflective change
Build class schedule

ECC Faculty Responses Categorized Into Activity Codes

Serving as a Role Model

Demonstrating integrity, honesty, trustworthiness, and work-life balance for faculty/staff/students
Increase overall level of classiness and respect
Deal with confidential concerns -- i.e. keep secrets
Participate in informal departmental activities (like brown bags) to maintain "collegiality"
Act as a coach/mentor/role model for faculty
Act as role model to students/get to know students
Be a role model for faculty
Set the tone for fairness
Works to keep morale of department high
Works to maintain a professional environment
Compassionate; A good listener with a connected head and heart
Actively participate in/model their own ongoing professional development
Maintain good atmosphere for working together
Know how to "Respect, Trust, Care, and Support" faculty without micro-managing
Be level headed; not prone to anger (misguided love), honest, sincere, trustworthy, just
Lead from a servant-leader model
Be a people oriented "servant leader"

Advocating For and Supporting Faculty

Be a faculty advocate
Informal part-time faculty advisement regarding job and career
Faculty advocate
Listen to faculty concerns
Represent faculty interests more strongly than those of administration
Act as a mentor / facilitate mentors for new faculty
Serve as back-up to faculty on difficult student issues
Serve as "'cheerleader" for recruitment, retention, and mentoring of faculty, especially those of underrepresented populations
Cultivate faculty administrative opportunities
Helps to remove obstacles for faculty
Support teaching staff with students
Support faculty in student conflict/concerns
Support faculty members

Delegating Responsibility

Communicating regularly with Program Managers about budget constraints
Organizing and evaluating program advisory committee meetings

Select directors/coordinators for various programs within the department
Foster collaboration between programs/departments for curriculum development, projects, service learning
Develop collaborative programs between community stakeholders and programs
Delegate and oversee responsibility for managing programs within the department
Ensure fair distribution of department release time
Allow subordinate managers the flexibility and support to do their jobs
Maintain an atmosphere that fosters the cooperation of subordinate managers toward the furtherance of departmental goals
Program Director

Mediating Conflict

Ameliorate possible full-time/part-time faculty conflicts due to pay, perception of qualifications, etc
Mediate student/instructor conflict
Protect part-time faculty from full-time faculty abuse
Conflict resolution
Troubleshoot departmental conflicts
Resolve student/teacher conflicts
Mediator (student/faculty)
Serve as liaison between full-time and part-time faculty
Resolve faculty conflict/concerns

Leading Efforts to Recruit and Retain Students

Actively recruiting new students
Develop/maintain relationships with high schools to improve our recruiting efforts and dual credit efforts.
Student retention
Oversee student retention strategies for department
Be an advocate for students
Student advising

Uncategorized

Provide up to date classroom hardware
Support new course initiatives
Internship evaluation
Coordinate class schedules
Oversee academic assessment activities for department
Facilitate communication within the department
Evaluate faculty for tenure

Address student complaints
Be a visionary, create/guide department strategic plan
Know and contribute to accreditation processes at college and program level
Develop a process (internet search?) by which faculty are aware of all external funding opportunities (state, federal, commercial) for the betterment of the Department.
Take responsibility for dismissing unqualified part-time faculty
Advocate for department
Schedule course offerings
Oversee academic assessment
Help employees advance professionally
Instruct employees in machine usage (copy machines, document scanners, etc)
Manage part-time instructors
Help link to other departments
Train vice president
Monthly payroll
Manage payroll of part-time faculty, due to timesheets
Maintain the departmental relationships with college administration necessary for the Department to excel in its mission
Teach and advise students
Plan and evaluate curriculum development
Obtain external funds
Participate in college committee work
Develop and initiate departmental goals
Appoint faculty members to committees
Coordinate catalog revisions
Coordinate room scheduling
Textbook orders
Interpret administrative policies and actions to department
Develop external lines of communication with community groups
Dialogue and stress importance of college's mission
Ensures personnel have what they need to do their jobs
Definitely NOT a kisser upper and stomping down leader/poster child!
Help faculty develop a vision for the department

AUTHOR'S BIOGRAPHY

Kristine Margaret Young was born in Scranton, Pennsylvania, and raised in nearby Moscow, Pennsylvania. She graduated cum laude and a Dana Scholar from Muhlenberg College, Allentown, Pennsylvania in 1996 with a B.S. in Chemistry. In 1998, she graduated from the University of North Carolina at Chapel Hill with an M.S. in Chemistry. She received the Richard and Patricia Justice Award from the University of Illinois at Urbana-Champaign in 2006. Young graduated from the College of Education at UIUC with an Ed.D. in 2007.

Ms. Young became a full-time faculty member at Parkland College in Champaign, Illinois, in1998. After becoming an Associate Professor of Chemistry, Young was elected Department Chair of Natural Sciences in 2004. Since July 2007, she has served as the Interim Vice President for Academic Services at Parkland.